

CONSOLIDATED FEDERAL PROGRAMS

Missouri Department of Elementary and Secondary Education
Federal Compliance

The Elementary and Secondary Act (ESEA) of 1965 as amended by the No Child Left Behind Act of 2001 (Public Law 107-110)

Title I Improving the Academic Achievement of the Disadvantaged

Part A Improving Basic Programs Operated by Local Educational Agencies (LEA)

Part C Education of Migratory Children

Part D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

Title II Preparing, Training and Recruiting High Quality Teachers and Principals

Part A Teacher and Principal Training and Recruiting Fund

Part D Enhancing Education Through Technology

Title III Language Instruction for Limited English Proficient and Immigrant Students

Title IV 21st Century Schools

Part A Safe and Drug-Free Schools and Communities

Title V Promoting Informed Parental Choice and Innovative Programs

Part A Innovative Programs

Title VI Flexibility and Accountability

Part B Rural Education Initiative

Administrative Manual
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Introduction

This Administrative Manual provides guidance for the federal programs listed on the cover page of this document.

Reauthorized in 2001 under Public Law 107-110 as No Child Left Behind (NCLB), these programs were originally authorized under the Elementary and Secondary Education Act (ESEA) of 1965 (Public Law 89-10), the first major program of federal assistance to our nation's public elementary and secondary schools. These programs assist Local Education Agencies (LEAs) to close the achievement gap with accountability, flexibility, and choice.

Section I Key Terminology

Adequate Yearly Progress (AYP) – Student achievement as related to annual benchmarks for proficiency in communication arts and math.

Administration Pool – Administration pool must be reasonable and necessary for Titles I.A, II.A, and VI.B. No more than two percent of Title III may be pooled for administration.

Administrative Cost – Combination of Administration Pool and Indirect Costs.

Attendance Center – The geographic area served by a particular school.

Breakdown of Allocation (BOA) – A Four Step Process of the NCLB Consolidated Application used to determine which buildings are eligible for Title I allocations and services and which ones will receive allocations.

Bypass – An arrangement with the U.S. Department of Education wherein nonpublic schools receive educational services through an agency other than a public school.

Capital Outlay – Repairable items electrical or mechanical in nature or furniture costing \$1,000 or more per unit/set.

Cash Management Improvement Act (CMIA) – The CMIA (commonly known as the “three-day rule”) requires LEAs receiving federal funds to demonstrate they have either already spent the funds or will spend the funds within three days of receipt. To consider the funds “spent,” the payroll transactions should be recorded on the LEA’s books **and** the funds delivered to the recipients.

Carryover – The portion of the allocation not expended by the end of the grant period which is added to the available funds in the following fiscal year.

Certified Staff – All school personnel who possess required qualifications to either teach or administer programs.

Comprehensive School Improvement Plan (CSIP) – The document derived from the needs of the LEA and the results of a school improvement planning process. It outlines a LEA’s goals, objectives, strategies, and action steps with respect to the overall goal of helping all students achieve high standards.

Consolidated Application Approval – The date determined by the Federal Compliance Supervisor that the Consolidated Application is complete, acceptable, and payment request can be submitted.

Consolidated Application Substantial Approval – The Consolidated Application is considered to be substantially approved when the application has been successfully submitted in ePeGS. **LEAs may begin to obligate funds as of the substantial approval date even though the application may not yet have been approved by the Federal Compliance Supervisor.**

Core Disciplines – The six content areas set forth in the Show-Me Standards: Communication Arts, Mathematics, Science, Social Studies, Fine Arts, and Health/Physical Education.

Core Academic Subjects – English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

English for Speakers of Other Languages (ESOL) – The currently accepted term for English-language programs that teach language skills to speakers from non-English language backgrounds. The approach of choice for schools where bilingual teachers are not available, and where ELL students represent many languages. Replaces the term “English as a Second Language” or ESL.

English Language Learners (ELL) – Refers to speakers of other languages in the process of learning English. This abbreviation may be used to indicate **LEP** students.

Excess Funds – Carryover funds that exceed the maximum carryover.

Expenditure of Funds – Payment for obligations made during a fiscal year.

Fiscal Year – A twelve month period beginning July 1 and ending June 30 of the preceding year.

Full-Time Equivalency (FTE) – The amount of time an employee spends fulfilling his/her assignment. One FTE is a full-time employee. If not full-time, the FTE is usually expressed as a decimal to the nearest hundredth. As a data element in the consolidated application, FTE refers to salaried positions or those paid on an hourly rate rather than those receiving stipends for one-time events.

Highly Qualified Teacher (HQT) – A teacher who has at least a baccalaureate degree, has full state certification in the content area **and** grade level he or she is teaching, **and** can document content expertise.

Hold-Harmless (Title I) – The percentage of a given fiscal year’s allocation guaranteed to the LEA the following fiscal year. **(Title II)** The aggregate amount of funds that were used for professional development for FY2001-2002 under Title II Eisenhower Professional Development and Class Size Reduction, which helps to determine the allocation for professional development for the nonpublic schools within the LEA boundaries.

Highly Objective Uniform State Standard of Evaluation (HOUSSE) – A form used to document content expertise.

Indirect Cost – Costs which are not readily identified with the activities funded by the federal grant but are nevertheless incurred for the joint benefit of the programs.

Limited English Proficient (LEP) – The term 'limited English proficient', when used with respect to an individual, means an individual —

- (A) who is age 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or

(iii) the opportunity to participate fully in society.

Migrant Education and English Language Learning (MELL) – Program designed to assist LEAs in planning and delivering services through Title I.C and Title III. The goal is to assist Missouri teachers in serving English Language Learners (ELL) and migrant students with professional development and resources for planning and assessment.

Multiple Attendance Centers – A LEA having two or more buildings with at least one of the same grades.

Obligation of Funds – A purchase order, a contract, a service, or similar transaction during a given period that requires payment by the recipient. Funds may not be obligated before July 1 or the substantially approved date, whichever comes later.

Paraprofessionals– Noncertified staff who work under the direct supervision of a certified teacher.

Physical Inventory - The verification of on-hand inventory quantities by taking an actual count every two years.

Public School Choice – This option relates to Title I buildings in year one and subsequent years of School Improvement. All students enrolled in a school in improvement have the option to transfer to another building in the LEA which has not been identified for school improvement. If funds set aside for public school choice are insufficient to provide transportation to each child whose parents request the option, the LEA shall give priority to the lowest-achieving students from low-income families.

Reallocated Funds – Funds redistributed among eligible LEAs.

REAP-Flex - REAP-Flex authority provides flexibility to eligible rural LEAs to use funds out of Title II.A, for purposes under Titles I, II.D, IV.A and V. REAP LEAs may flex 100% of these funds. Under REAP-Flex, an LEA must spend these funds on local activities authorized under one of these programs but does not have to meet the set aside requirements of those programs.

School Improvement – Schools identified as not making AYP in the same content area or the additional indicator (attendance rate for schools with grades K-8 and graduation rate for schools with grades 9-12) for two consecutive years.

Schoolwide Pool – An option for schoolwide buildings to commingle federal, state and local funds.

Schoolwide Program – Allows LEAs to use the key elements of Title I to upgrade their entire educational program so all students can reach high educational standards. A building is eligible to implement a schoolwide program if at least 40% of the enrolled students are economically deprived.

Scientifically Based Research – Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs.

Show-Me Standards – Academic criteria that outline the knowledge, skills, and competencies that all Missouri students are expected to reach. They are grouped into Knowledge (content) and Performance (process) Standards.

Single Attendance Center – A LEA that does not have the same grades in more than one building.

Small Rural School Achievement (SRSA) – Funding source for small rural schools that comes directly from the U.S. Department of Education under Title VI; therefore, these funds are not included in the Consolidated Applications. LEAs may use these funds to support the programs included in the Consolidated Application. The LEA eligible for these funds is also called a REAP school.

Supplemental Educational Services (SES) – This requirement is an option for low-income families whose children attend a Title I building in its second or subsequent year of School Improvement. In this option, parents may choose tutoring services from a list of state-approved providers. If funds set aside for SES are insufficient to provide services to each child whose parents request the services, the LEA shall give priority to the lowest-achieving children.

Targeted Assistance Program - Funds must be used for serving children identified through multiple criteria as having the greatest educational need.

Transferability – Under ESEA, LEAs have additional flexibility by allowing the transfer of funds.

ACRONYMS

ASBR	Annual Secretary of the Board Report
AYP	Adequate Yearly Progress
BOA	Breakdown of Allocation
CMIA	Cash Management Improvement Act
COE	Certificate of Eligibility
CSIP	Comprehensive School Improvement Plan
ECSE	Early Childhood Special Education
ELL	English Language Learner
ePeGS	electronic Plan and electronic Grants System (ePeGS)
ESEA	Elementary and Secondary Education Act
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ESP	Early Screening Profiles
FER	Final Expenditure Report
FIF	Family Interview Form
FTE	Full-Time Equivalency
FY	Fiscal Year
GLE	Grade Level Expectation
HOUSSE	Highly Objective Uniform State Standard of Evaluation
HQT	Highly Qualified Teacher
IEP	Individualized Educational Plan
LEA	Local Education Agency
LEP	Limited English Proficient
MAP	Missouri Assessment Program
MELL	Migrant Education and English Language Learning
MEP	Migrant Education Program
MOSIS	Missouri Student Information System
MSIP	Missouri School Improvement Program
N or D	Neglected or Delinquent
NCLB	No Child Left Behind Act of 2001
PAC	Parent Advisory Council
PAT	Parents As Teachers
PFS	Priority for Services
REAP	Rural Education Achievement Program
RLIS	Rural Low Income Schools
RPDC	Regional Professional Development Center
SDFSC	Safe and Drug-Free Schools and Communities
SEA	State Education Agency
SES	Supplemental Educational Services
SMC	Self Monitoring Checklist
SRSA	Small Rural School Achievement

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Parent/Guardian Notification

Elementary and Secondary Education Act (ESEA) requires notification to parents/guardians when any of the following situations exist in a Local Education Agency (LEA) receiving federal funds. Additional information regarding these requirements can be found in this manual.

1. LEAs must annually disseminate Federal Programs Complaint Resolution Procedures to parents/guardians of students and appropriate private school officials or representatives.
2. At the beginning of each school year, a participating LEA must notify the parents/guardians of each student attending a building that receives Title I funds that they may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers and any paraprofessionals providing services to their child.
3. A building that receives Title I funds must provide all parents/guardians notice that their child has been assigned, or has been taught for four or more consecutive weeks, by a teacher or a person who is not appropriately certified.
4. When a school is identified for School Improvement, the LEA must notify the parents/guardians of all children in the identified Title I building of its School Improvement status. Yearly updates are provided to parents with available options until the building is no longer identified for improvement.
5. Within 30 days after the beginning of the school year, a LEA must inform parents/guardians that their Limited English Proficiency (LEP) child has been identified for participation in a language instruction educational program.
6. Parents/guardians of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property must be notified of their option to transfer their student to a school that is not designated persistently dangerous.

NOTE: For more information see Parent Information at http://www.dese.mo.gov/divimprove/fedprog/parental_involvement/

Comprehensive School Improvement Plan (CSIP)

LEAs applying for funding through the Consolidated Federal Programs Application must integrate the intended uses of federal funds covered under these programs into their CSIP. This will help ensure long-range planning for use of federal funds and focusing those funds to the LEA's identified needs. At the objective level, LEAs must identify the MSIP Standard and then at the strategy level identify the funding source.

The CSIP satisfies the ESEA requirement that LEAs provide a description of how each program will be used to meet identified needs.

Supplementing State and Local Funds

Under the No Child Left Behind Act (NCLB), all federal funds must be used only to supplement, not supplant, the funds that would be available from nonfederal sources in the absence of these funds. The LEA must maintain the level of state and local funding in participating schools it would have maintained had the federal funds not been available.

LEAs are required to maintain documentation needed to rebut supplanting. This documentation should include local board of education action, budget histories and information, and fiscal or programmatic documentation to confirm that, in the absence of federal funds, the LEA would have eliminated staff or other services in question.

Presume supplanting occurred if federal funds were used to provide services that:

- were required to be made available under other federal, state or local laws;
- were provided with nonfederal funds in prior year;
- were provided to participating children, if those same services were provided with nonfederal funds to nonparticipating children.

For the first two bulleted items, presumption of supplanting may be rebutted if the LEA demonstrates it would not have provided services with nonfederal funds if the federal funds were not available. LEA cannot rebut the third item.

If a supplant finding is made, the LEA will be required to pay for the services which supplant state and local services from its own funds, or refund to the federal government the amount of funds expended in violation of this policy.

For more information, see the “Fiscal Requirements” at:

<http://dese.mo.gov/divimprove/fedprog/financialmanagement/FiscalRequirements.html>

Maintenance of Fiscal Effort

A LEA may receive federal funds if the Department of Elementary and Secondary Education (Department) finds the LEA’s combined fiscal effort per student or its aggregate expenditures from state and local funds for free public education for the preceding year is not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding year.

Compliance Reviewed: Compliance is verified each year in ePeGS using specific data from the Annual Secretary of the Board Report (ASBR).

Reduction in Case of Failure to Maintain Effort: The Department shall reduce the amount of the allocation in the exact proportion by which a LEA fails to meet the 90% maintenance requirement. The Department will use the measure most favorable to the LEA when determining penalty.

Waiver: The United States Department of Education Secretary may waive the requirements of this section if it is determined a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster, or a precipitous decline in the financial resources of the LEA.

For more information, see the “Fiscal Requirements” at:

<http://dese.mo.gov/divimprove/fedprog/financialmanagement/FiscalRequirements.html>

Fiscal and Compliance Audits

All LEAs must arrange for an independent audit of their records, at least biennially, and provide a copy of the audit to the Department School Finance Section by October 31 following the audit period. LEAs expending \$500,000 or more in federal funds in a year shall have a single or program-specific audit conducted for that year in accordance to OMB Circular A-133.

Consolidated Application

LEAs applying for federal funds must annually submit the Consolidated Application.

To access the online application, go to <https://k12apps.dese.mo.gov/webapps/logon.asp>

Funds may not be obligated for a given year until July 1 or the substantial approval date. LEAs must submit the application by July 1.

To receive a consolidated application approval date, the LEA must have submitted these components:

- Consolidated Application
 - Appropriate set asides from Step 3 of the BOA, if applicable
 - All set asides are budgeted in the budget grid
 - Full Time Equivalencies (FTEs) are reported on the Supporting Data Page
 - Number of Participating Children is reported on the Supporting Data Page
 - Must have a strategy in the ePeGS planning tool for each budgeted item
- Title I LEA Plan in ePeGS Planning Tool (and revisions, if needed)
- Nonpublic participation forms for Titles I.A, II.A, and III, if applicable
- Title I.D Neglected or Delinquent form, if applicable
- New lease purchase agreements, if applicable
- Approved Schoolwide Plan(s) in ePeGS Planning Tool, if applicable
- Supplement not Supplant Worksheet, if applicable
- Schoolwide Pool Spreadsheet, if applicable

LEA Allocations

The Department will compute and disseminate the allocations for each LEA. The allocation criteria used to distribute federal funds is available on the Federal Financial Management website under <http://dese.mo.gov/divimprove/fedprog/financialmanagement/Allocation%20Info.htm>.

Reallocation

Excess funds will be made available for reallocation to LEAs. For each program, eligible LEAs are those that did not have funds in excess of carryover limitations. For each program, the Department will reallocate excess funds to eligible LEAs based upon the proportionate amount of funds allocated to the LEA for that program for the current year.

Transferability

Under ESEA, LEAs have additional flexibility by allowing the transfer of funds out of Title II.A into Title I.A. All LEAs (if not identified for Title I School Improvement) may transfer up to 50% of Title II.A. A LEA identified for improvement may transfer up to 30% if the transferred funds will be used only for school improvement activities. A LEA identified for corrective action may not transfer any funds.

When a LEA transfers funds from one program to another, the transferred funds become funds of the program to which they are transferred. The transferred funds are subject to the rules and requirements of the programs to which the funds are transferred.

REAP-Flex

REAP-Flex authority provides flexibility to eligible rural LEAs to use funds out of Title II.A for purposes under Titles I, II.A, II.D, IV.A and V. REAP LEAs may flex 100% of Title II.A funds. Under REAP-Flex, a LEA must spend these funds on local activities authorized under one of these programs, but does not have to meet the set aside requirements of those programs. When funds are REAP flexed, they retain their Title II.A identity for accounting purposes.

Materials and Supplies and Equipment

Except for summer programs, purchases of materials and supplies and equipment should be completed **by March 31**. Materials and supplies purchased are intended for use during the current school year.

Budget Revisions

A revision must be submitted and approved prior to obligation of funds. **Budget revisions may not be submitted after April 30.**

Obligation of Funds

The LEA may use grant funds only for obligations made during the grant period. The following table shows when an obligation is made for various kinds of property and services.

IF THE OBLIGATION IS FOR--	THEN THE OBLIGATION IS MADE--
Acquisition of real or personal property	On the date on which the State or subgrantee/recipient makes a binding written commitment to acquire the property
Personal services by an employee of the State or subgrantee/recipient	When the services are performed
Personal services by a contractor who is not an employee of the State or subgrantee/recipient	On the date on which the State or subgrantee/recipient makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the State or subgrantee/recipient makes a binding written commitment to obtain the work
Public utility services	When the State or subgrantee/recipient receives the services
Travel	When the travel is taken (exceptions: airfare/registrations when paid)
Rental of real or person property. A preagreement cost that was properly approved by the State under the cost principles	When the State or subgrantee/recipient uses the property

Administration Pool

The Administration Pool provides additional flexibility for LEAs to administer their programs. Administrative funds budgeted must be reasonable and necessary for Titles I.A, II.A and VI.B. No more than two percent of Title III may be pooled for administration. Title I.C. funds may **not** be used for administrative pool.

In the Missouri Student Information System (MOSIS), a program code of 21 must be used to designate the source of funds for salaries or stipends paid to any person from the Administration Pool.

The following graphic may aid LEAs in distinguishing whether funds are for administration or coordination purposes.

Funding Source Administration Pool	Funding Source Program Funds
<p style="text-align: center;">ADMINISTRATION</p> <ul style="list-style-type: none"> • Helps develop plans and application • Supervises staff • Oversees budget • Monitors implementation • Understands and informs staff of legal requirements • Helps develop strategies • Monitors program evaluation • Maintains required documentation 	<p style="text-align: center;">COORDINATION</p> <ul style="list-style-type: none"> • Plans strategies • Provides technical assistance • Provides professional development • Develops and showcases model curriculum/lessons and teaching practices • Mentors teachers • Organizes and conducts program specific activities • Assists with program evaluation • Maintains required documentation • Does not evaluate professional staff

Indirect Costs

Indirect cost is an optional reimbursement for expenditures not otherwise included in the application budgets. It is calculated by multiplying total direct costs for salaries, employee benefits, purchased services, and materials and supplies by the LEA's approved restricted indirect cost rate.

Payment Request

LEAs must request funds in ePeGS on a reimbursement basis.

<https://k12apps.dese.mo.gov/webLogin/login.aspx>

Final Expenditure Report (FER)

A LEA with an approved application must submit a FER on or before September 30. FERs must reflect the actual expenditures/obligations that have incurred for the school year. If your LEA submits a FER for more than what has been expended, it will result in a refund due back to the Department. The FER in ePeGS will reflect what was submitted in the approved budget. Expenditures will be reported by both object and function codes. Expenditures in approved object codes may not exceed 10% of the total amount budgeted within each of the approved programs.

<https://k12apps.dese.mo.gov/webLogin/login.aspx>

Carryover and 9/30 (September 30) Report

The carryover amount will be reflected under Current Funds Available in ePeGS after the FER has been submitted and approved. Funds not used and carried over into the next fiscal year are subject to these limitations:

- Title I.A—LEAs with a Title I.A allocation of \$50,000 or more may not carry over more than 15% of the funds allocated each year past September 30 of the following year. The Department may grant a waiver of this limitation once every three years if the LEA's request is reasonable and necessary. LEAs with an allocation of less than \$50,000 may carry over up to 100% of their allocation.
- Titles II.A, III, and VI.B may carry over up to 100% of their funds into the next fiscal year.

LEAs may view the information regarding their carryover by clicking on the actual carryover amounts for each program under Current Funds Available in ePeGS. LEAs with a carryover in excess of the limitation for Title I.A must submit a 9/30 report in ePeGS by mid-October that reflects their expenditures and obligations as of September 30. <https://k12apps.dese.mo.gov/webLogin/login.aspx>

Accounting Requirements

Separate and identifiable accounting records for receipts and expenditures in each program must be maintained. The LEA may not commingle funds except as they are used in a schoolwide pool or an administration pool. When funds are used in a schoolwide pool or an administration pool, the LEA must develop a separate source code for reporting expenses to each of these fiscal pools.

Program Records

All records must be retained:

- for three years after the close of the fiscal year in which funds were expended;
- until any pending audits have been completed;
- until all findings and recommendations arising from audits or monitorings have been completely resolved.

Inventory Control

All capital outlay **costing \$1000 or more** per unit/set is subject to specific inventory management and control requirements as follows:

1. Items acquired using federal monies shall be physically marked by source of funding and acquisition date.
2. Inventory must be current and available for review and audit. The following information must be included to be in compliance:
 - a. description of the property, including manufacturer's model number, if any
 - b. manufacturer's serial number or other identification number
 - c. identification of the funding source under which the property was acquired
 - d. acquisition date and unit cost
 - e. source of property (company name)
 - f. percentage of federal funds used in the purchase of the property
 - g. present location, use, condition of the property, and date the information was reported
 - h. all pertinent information on the ultimate transfer, replacement, or disposition of the equipment
3. Inventory must be updated as items are purged or new purchases are made.
4. Adequate safeguards must be in effect to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated and fully documented. The LEA is responsible for replacing or repairing lost, damaged, destroyed, or stolen property. If stolen property is not recovered, the LEA should submit copies of the investigative report and insurance claim to the Department. Replaced equipment is automatically considered property of the originally funded program and should be inventoried accordingly.
5. Adequate maintenance procedures must be implemented.
6. A physical inventory of items must be taken and the results reconciled with the inventory records at least once every two years.

A sample Equipment Inventory may be found at

<http://www.dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/qs-fc-title-i-inventory.pdf>

Disposition of Capital Outlay

Equipment with an acquisition cost of **less than \$5,000** which is no longer effective may be purged or transferred to the LEA at no cost, with Department approval. Records must be retained for three years from date of purge or transfer.

The written request to purge or transfer must include:

- item
- date of acquisition
- original cost
- reason for purge or transfer
- anticipated use

LEAs must request from the Department disposition instructions for capital outlay with an acquisition cost of **\$5,000 or more** per unit.

Documentation Related to Payment of Staff

All federally funded FTEs must be submitted in MOSIS. FTEs must be consistent with the Consolidated Application. LEAs must keep documentation, such as time and effort logs or classroom schedules, for partial FTEs and for individuals receiving stipends.

Single Funding Certification

Where employees are expected to work 100% on a single federal program, charges for their salaries and wages will be supported by the completion of the Single Funding Certification Form. These certifications will be signed at least semi-annually by the employee or supervisory official having first-hand knowledge of the work performed by the employee. LEAs should keep these forms on file to certify staff funded with federal funds is conducting activities consistent with the purposes of the funding sources.

The suggested language for this may be found at

http://www.dese.mo.gov/divimprove/fedprog/grantmgmnt/documents/Single_Funding_Cert_04172008.pdf

Time and Effort

Time and effort logs must be maintained for FTEs who work for more than one cost objective, including those funded through Administration Pool and for stipends and out-of-contract time paid. http://www.dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

Complaint Resolution Procedures

LEAs must have board-adopted Standard Complaint Resolution Procedures for ESEA programs. These procedures are used to resolve allegations of violations of federal requirements. The procedures should be made available to the public and a copy maintained in each building. The Department has adopted written procedures in the event that a complainant disputes a LEA decision.

LEAs must annually disseminate the complaint procedures to parents of students and appropriate private school officials or representatives.

Uniform Tiered Monitoring Process

The tiered monitoring process is implemented to ensure adequate monitoring of all districts with additional opportunities to monitor those districts with high-risk characteristics. The tiered process has four components: desk audit, desk monitoring, on-site monitoring and telephone monitoring. All components, with the exception of the desk audit, are organized around a three-year timeframe. The process requires that all districts and charter schools are placed within one of the three permanent cohorts. The cohort structure allows the Department to equalize the monitoring work across the state

and across each of the regions. Charter schools are added to or deleted from a cohort as they come into existence or close.

Implementation Timeline:

Task	2011-12	2012-13	2013-14	2014-15	2015-16
Desk Audit	Cohorts 1,2,3				
Desk Monitoring	Cohort 1	Cohort 2	Cohort 3	Cohort 1	Cohort 2
On-site/telephone		Cohort 1-10%	Cohort 2-10%	Cohort 3-10%	Cohort 1-10%
Clean-up			Cohort 1-10%	Cohort 2-10%	Cohort 3-10%

All districts in Cohort 1 must complete and submit the Self Monitoring Checklist (SMC) by Mid-October. The SMC will be evaluated by a Federal Compliance Supervisor. The same submitted checklist will be used for the on-site reviews. The SMC is available through the following link:

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

Title I.C programs will be monitored ON-SITE every three years using the Self-Monitoring Checklist.

Findings of Noncompliance

When the Department finds that a LEA receiving funds under a federal program has failed to comply with legal requirements or with the approved application, corrective action must be taken immediately and documentation must be submitted to the Department within a reasonable period of time (generally within two months). Payments for programs in the Consolidated Application may be suspended until appropriate documentation is provided.

Failure to respond adequately with submitted documentation of corrective action may result in the following actions:

- denial of the use of funds for activities not in compliance
- refund of the money determined to have been misused

Participation of Nonpublic School Children

LEAs must make available equitable services to eligible nonpublic school children, their teachers, or other educational personnel. LEAs must ensure that total expenditures, less administrative costs, are equal on a per-pupil basis. Services to nonpublic school children must be performed at the public school, a neutral site at the nonpublic school, or neutral grounds.

Before making any budgeting decisions and prior to application submission, LEAs must engage nonpublic school officials in timely and meaningful consultation concerning their participation.

An appropriate time for initial consultation would be in the spring as many nonpublic schools are closed for the summer. Communication should be ongoing throughout the school year.

Documentation of consultation and the Public/Private Design for Educational Service must be completed and kept on file. Relevant programs are Title I.A, Title I.C, Title II.A, and Title III.

The LEA controls funds, employment, and contracts used to provide services to nonpublic students and teachers. **No funds may go directly to the nonpublic schools.**

Services shall be provided by employees of a public agency or through contract with an individual, association, agency, or organization independent of the private school and any religious organization. The public LEA makes the final decisions with respect to the services provided to nonpublic children with federal funds from the consolidated federal programs.

Section 3
Title I.A Improving Basic Programs Operated by Local Educational Agencies

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Legislative Purpose

Title I was enacted to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. This can be accomplished by meeting the educational needs of low-achieving children, closing the achievement gap between high- and low-performing children, high standards for all students, enriched and accelerated instruction, decentralized decision making, improved accountability, high quality professional development, coordination and integration of services, expanded family involvement, extended learning time, and early intervention.

Title I Local Education Agency (LEA) Plan

LEAs may receive Title I funds only if they have a state-approved Title I LEA plan for implementing the Title I program. This plan should outline how the district is using its Title I funds to assist low-achieving students meet the Show-Me Standards. The Title I LEA plan is to be developed in consultation with teachers, principals, administrators, other appropriate school personnel, and parents of children in schools served with Title I funds. Each LEA is required to review the Title I LEA plan annually and to make any necessary changes in ePeGS. Revisions to the plan should be made prior to obligation of funds and implementation of the activity.

Building Eligibility and the Breakdown of Allocation (BOA)

For Title I purposes, low-income children counted within each building are those in families eligible for free and reduced lunches according to the income scale established by the National School Lunch Act. The LEA must use the same measurement of poverty and enrollment for all attendance areas being reported on the BOA.

In place of using actual free and reduced lunch counts in a middle or high school, a LEA may use the feeder pattern. The feeder pattern allows LEAs to project the percent of low-income children in a middle or high school based on the average poverty rate of all the attendance centers feeding into the middle or high school. LEAs should indicate on Step 1 of the BOA that they are using the feeder pattern.

LEAs must use Title I funds only in eligible school attendance centers. The BOA is completed as part of the Consolidated Application to determine which attendance centers are eligible for Title I allocations and services. Based on the low-income percentages (free and reduced lunch counts) in each building, LEAs must annually rank their buildings from highest to lowest without regard to grade spans.

The LEA must serve all buildings with a low-income percentage of 75% or higher. If funds remain after serving schools with 75% or higher free/reduced counts, the LEA shall then rank and serve the remaining eligible attendance centers.

Eligibility for attendance centers below 75% economic deprivation is determined by selecting one of the applicable methods found in Step 2 of the BOA in ePeGS:

1. Exempt: K-8 or K-12 single attendance area LEA (no buildings with same grades).
2. Exempt: LEA with multiple attendance areas (two or more buildings having at least one of the same grades) and with total enrollment of less than 1,000.
3. Areas with economic deprivation greater than or equal to the average of same or similar grade spans.
4. Areas with economic deprivation greater than or equal to the LEA average:
 - a. Ranking within entire LEA
 - b. Ranking by same or similar grade spans
5. Areas with economic deprivation greater than or equal to 35%:
 - a. Ranking within entire LEA
 - b. Ranking by same or similar grade spans

6. Areas with economic deprivation greater than or equal to 25% (Desegregation schools only):
 - a. Ranking within entire LEA
 - b. Ranking by same or similar grade spans
7. Grandfather Clause-This exception may be made for only one year for a building that was eligible and served in the preceding fiscal year but is not eligible this year.

LEA Discretion

LEAs may elect not to serve an eligible attendance center that has a higher percentage of children from low-income families if;

- o the school meets the comparability requirements,
- o is receiving supplemental funds from other state or local sources that are spent in accordance with schoolwide or targeted assistance requirements, and
- o the funds expended from other sources equal or exceed the amount of Title I funds that would be provided.

If the LEA chooses this option, it shall determine private student participation without regard to the fact that the public school children in this attendance area are not participating in Title I.

Allocation Procedures for Eligible Attendance Centers

Before determining the allocations for eligible attendance centers, LEAs must set aside sufficient funds in Step 3 of the BOA to provide comparable services to neglected or delinquent children in local institutions and eligible homeless children who do not attend participating schools (see Addendum). In addition, LEAs may wish to set aside funds for salary differentials, and Title I District-wide costs (administration, preschool, parent involvement, and professional development). If required, LEAs should set aside funds for Public School Choice (PSC) and Supplemental Educational Services (SES) and Highly Qualified Teachers (HQT) and Paraprofessionals.

On Step 4 of the BOA, LEAs must allocate Title I funds to eligible attendance areas in rank order based on the percentage of the total number of children from low-income families in each attendance area. A LEA is not required to allocate the same per-child amount to each school, as long as the largest per-child allocation goes to the highest ranked attendance area and the next ranked attendance area receives an equal or smaller allocation per child.

LEAs that opt to serve schools having a poverty rate below 75% and using grade span grouping may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75% poverty. Per-child amounts within grade spans may also vary as long as the LEA allocates higher per-child amounts to schools with higher poverty rates than it allocates to schools with lower poverty rates.

LEAs with multiple attendance centers serving school(s) with a poverty rate less than 35% must allocate to each funded school at least 125% of the LEA's allocation per low-income child.

LEAs may reduce an attendance center's allocation by the amount of any supplemental state and local funds meeting the requirements of Title I.

Comparability of Services

LEAs having multiple attendance centers may receive funds under Title I only if state and local funds are used to provide services in Title I schools which, taken as a whole, are at least comparable to services provided in schools within the LEA which are not receiving Title I funds. If the LEA is serving all schools under Title I, the LEA may receive Title I funds if it will use state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Each year, the Federal Financial Management staff will use specific student/teacher FTE data from the October cycle of the Core Data Report to verify compliance using option 1 below.

If the Federal Financial Management staff cannot verify compliance by using option 1, the LEA may use options 2 or 3 to document compliance:

1. Student/Teacher FTE Ratios - Comparability is achieved when the student/teacher FTE ratios in Title I schools do not exceed 110% of the average for non-Title I schools.
2. Student/Teacher Salary Ratios - Comparability is achieved when the average per-pupil salary expenditure in Title I schools is at least 90% of the average in non-Title I schools.
3. State and local per-pupil expenditures - Comparability is achieved when the average per-pupil expenditure in Title I Schools is at least 90% of the average state and local per-pupil expenditures in non-Title I schools.

Written Assurance Option

Instead of using the above test options, a LEA shall be considered to have met the requirements of comparability if the LEA has filed with the Department a written assurance that it has established and implemented:

1. a local educational agency-wide salary schedule;
2. a policy to ensure equivalence among schools in teachers, administrators, and other staff; and
3. a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies.

For the purpose of determining compliance with the above requirements, the LEA must exclude:

- staff salary differentials for years of employment
- buildings with 100 or fewer students

For the purpose of determining compliance with the above requirements the LEA may exclude:

- state and local funds expended for excess costs of providing services to children with disabilities as determined by the LEA and bilingual education for children of limited English proficiency (LEP)
- unpredictable changes in student enrollment or personnel assignments that occur after the beginning of a school year
- supplemental state or local funds for programs that meet the intent and purposes of Title I

The Department will, as required by federal regulation, withhold funds or require refunds from LEAs that fail to comply with comparability requirements.

Participation of Nonpublic School Children

Except when the bypass provision is invoked, LEAs must provide educational services to educationally deprived nonpublic school children residing in a participating attendance area. Services may be provided directly or through contracts with public and private agencies, organizations, and institutions. Services may be provided at the public school, a neutral site at the nonpublic school, or another neutral site. If there is more than one nonpublic school with economically deprived children residing in the participating attendance area, the LEA, after consultation with the nonpublic schools, has two options for managing the funds:

- the LEA may use funds generated by economically deprived nonpublic children to serve the educationally deprived children from the school in which they are enrolled, or
- the LEA may pool all funds generated by economically deprived nonpublic children to serve the educationally deprived children from nonpublic schools.

The LEA shall ensure the following:

- educational services shall be secular, neutral, and nonideological
- educational services for nonpublic school children shall be based on their educational needs as identified in consultation with personnel from nonpublic schools
- expenditures for educational services to eligible nonpublic school children shall be equal to the proportion of funds allocated to a participating attendance center based on the number of children from low-income families residing in the school attendance area who attend nonpublic schools
- services must begin at the same time as the public school

Services for Nonpublic School Children

LEA officials will consult with appropriate nonpublic representatives in a timely manner during the design and development of programs for nonpublic school children on the following issues:

- how educationally deprived children and their needs will be identified
- what services will be offered to meet the identified needs
- how and where the services will be provided
- how the services will be assessed
- the number of educationally deprived children who will be served
- the proportion of funds allocated for the services

Consultation must occur before the LEA makes any decision affecting the opportunities of nonpublic school children to participate in Title I programs. The end result of those consultations will be a signed Title I.A Nonpublic Participation Form and a completed Public/Private Design for Educational Service document that reflects the needs of the nonpublic school children. In consultation with nonpublic school officials, the LEA must also establish multiple criteria to determine which nonpublic school children are eligible and, within the eligible group, which children will be served. If the LEA, in consultation with nonpublic school officials, determines that it is inappropriate to select nonpublic children on the basis of state standards, the LEA must select nonpublic school children who are at risk of failing to meet high levels of achievement comparable to those required by the state's standards.

Annually, a LEA must contact officials of nonpublic schools with children who reside in an eligible and participating school within the LEA, regardless of whether or not the nonpublic school they attend is located in the LEA. The LEA must maintain and provide to the Department the Statement of Nonpublic School Consultation and Participation for Title I, Part A Form (Title I.A Nonpublic Participation Form) signed by an official of each nonpublic school affirming that the required consultation has occurred.

Section 200.66 of the Title I regulations states the LEA must use Title I funds to meet the special educational needs of participating private school children, and the LEA may not use Title I funds to meet the needs of the private school or the general needs of children in the private school. Only private school teachers of Title I participants may receive professional development activities paid with Title I funds. Private school teachers who do not have Title I participants may not attend professional development activities paid with Title I funds.

The professional development activities offered to private school teachers should reflect not only the needs of the children being served by the Title I program but also the skills and knowledge that private school teachers need in the classroom to better instruct the Title I children. After the first year of a program, the student assessment results also should determine the content of the next professional development program for private school teachers of Title I students.

The LEA must review data annually to assess the effectiveness of its nonpublic Title I program. During this consultation, the LEA and private school officials determine the standards that are to be used to measure the effectiveness of the Title I program, what assessment will be used to measure the agreed upon standards and what constitutes annual progress for the Title I program

Documentation of this program evaluation should include:

- copy of recent evaluation
- meeting agendas, sign-in sheets, and minutes of meetings
- appropriate representation of school personnel and parents
- review of student achievement data
- review of parents' evaluations
- review of program strengths and weaknesses (needs assessment)
- review school-parent compact
- documentation of recommendations and revisions
- establish baseline and target for measuring progress
- list the assessment tool:_____

Schools should also meet with Title I parents in the spring term to evaluate Title I services and the LEA's and school's parent involvement policy. Input from parents, such as a survey, should be considered as part of the Annual Title I Evaluation.

Title I Nonpublic Bypass Provision

A bypass generally provides for the delivery of services through a contracting agency. Nonpublic school administrators dissatisfied with the services provided through the public schools may request consideration of a bypass. The request should be sent to the Department, who will forward it to the Office of the Secretary, U.S. Department of Education.

Also, the authorized representatives from the LEA and the nonpublic school serving children that reside in that the LEA may request to be removed from the bypass. All representatives should meet and write a plan which documents that the public school will provide services to nonpublic school children that will meet their needs and are equitable. This plan and a request to be removed from bypass should be sent to the Director of Federal Financial Management at the Department. The request and plan will be reviewed to determine whether it meets the requirements of the law. Once accepted by the Department, the request and plan will be forwarded for approval to the Office of the Secretary, U.S. Department of Education.

Facilities

LEAs must make every effort to use existing facilities to meet the needs of the proposed activities. However, the LEA may lease mobile units or rent a facility if existing facilities are not adequate for Title I services. The length of the lease for a mobile unit or facility may not extend beyond the end of the project period. The LEA is responsible for carrying out the lease agreement.

The lease agreement must include the dollar cost per period, number of teaching stations or classrooms, square feet of instructional space, other included facilities and equipment, and installation responsibility. Delivery and set-up costs are allowable Title I expenses, but site preparation, including wiring and plumbing, is the responsibility of the LEA.

Facilities leased with Title I funds must be accessible to physically disabled persons and meet all applicable standards for the purpose of assuring accessibility as required by Public Law 90-480. Title I funds may not be used to modify existing facilities to meet the standards, nor may Title I funds be used to build walks, ramps, rails, or other external structures.

Any facilities leased with Title I funds must meet the standards of the Asbestos Hazard Emergency Response Act and the Environmental Protection Agency.

Types of Title I Programs

There are three types of Title I programs the LEA may implement.

1. Targeted Assistance
2. Schoolwide
3. Schoolwide Pool

Targeted Assistance

In targeted assistance schools, funds must be used for serving children identified as having the greatest educational need.

Eligible children are:

- not over age 21 who are entitled to a free public education through grade 12
- pre-school age children

Multiple Criteria

Children to be served by Title I are those identified by a building as not meeting the Show-Me Standards/Grade Level Expectations (GLEs) on the basis of multiple, educationally related, objective criteria established by the LEA and the building. The multiple criteria used to identify children to be served are determined by each participating building and may vary from building to building within the LEA.

Preschool through Grade 2

Children from preschool through grade 2 shall be selected solely on the basis of objective and developmentally appropriate measures. Data from objective evaluations, PAT screenings, teacher rating scales, and parent questionnaires may be used.

Grades 3 through 12

Multiple criteria for grades 3-12 must include a weighted standardized test score. For those grade levels in which the Missouri Assessment Program (MAP) is given, MAP scores must be used. If the LEA uses a standardized test for grades in which the MAP is not administered, those scores must be used as one of the multiple criteria. Other criteria may include a teacher checklist of skills, classroom grades, and other performance assessments.

Master Lists

Master lists must be maintained for all grades served containing the names of students who have the most need within a Title I targeted assistance school.

The master lists must indicate:

- students selected to participate
- the criteria used for selection
- appropriate cut-off scores

Children who could be served but who must be selected on the same basis as other children identified as eligible for Title I services include:

- economically disadvantaged children
- children with disabilities
- migrant children
- children with limited English proficiency

Other children who are also eligible for Title I services include:

- children who have participated in Head Start, Even Start, Early Reading First, or a Title I preschool during the past two years
- migrant children who received services during the past two years
- homeless children attending any school in the LEA
- children who are receiving services in institutions or community day programs for neglected and delinquent youth.

Additional information about student selection may be found in the Resource Section at the end of this manual.

A building may not use Title I funds to provide services that are required by state law to Limited English Proficient (LEP) children or children with disabilities. Title I must be in addition to LEP and Individualized Education Plan (IEP) instruction just as it is also supplemental to math and reading instruction in the regular classroom.

Late Enrollees

Multiple criteria selection procedures used for late enrollees must be comparable to those used to select Title I students at each grade level at the beginning of the year.

Components of a Targeted Assistance Program

The Title I program assists targeted assistance schools in meeting the Show-Me Standards in communication arts, math, and reading.

Each targeted assistance program must:

- use Title I resources to help participating children meet state standards
- ensure that instructional strategies for participating students are incorporated into the LEA CSIP
 - use effective methods and instructional strategies, based on scientifically based research, that strengthen the core academic program of the school
 - give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, preschool programs, and other opportunities;
 - minimize removing children from the regular classroom during regular school hours for instruction; and
 - provide accelerated, high-quality instruction, including applied learning;
- coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs such as Head Start, or Missouri Preschool Project to elementary school programs
- provide instruction by highly qualified teachers
- provide opportunities for professional development for teachers, principals, and paraprofessionals who work with participating children or in the regular education program
- provide strategies to increase parental involvement, which may include family literacy services
- coordinate and integrate federal, state, and local services and programs

Requirements for Targeted Assistance Programs

Each building conducting a targeted assistance program shall assist participating children to meet state standards by:

- coordinating Title I resources with other resources
- reviewing, on an ongoing basis, the progress of participating children and revising the program, if necessary
- providing additional assistance such as an extended school year, before- and after- school programs, preschool programs, training for teachers regarding how to identify students who

need additional assistance, and training for teachers regarding how to implement the grade level expectations and the Show-Me Standards in the classroom

Parents must be involved with staff in reviewing the program and in making suggestions for improvement.

Schoolwide

The purpose of the schoolwide program is to use the key elements of Title I to upgrade the entire educational program of a school so that all students can reach high educational standards.

A building is eligible to implement a schoolwide program if at least 40% of the enrolled students are economically deprived. Eligibility is determined by the free and reduced lunch percentage for that building. An eligible school, after consulting with the LEA, must submit notification to the Department of its intent to implement a schoolwide program. Program decisions are to be made at the building level: buildings, in consultation with their LEA, determine how to use their funds in ways that best meet the needs of their students. Bringing these decisions to the building level helps discourage a LEA-directed "one-size-fits-all" program and, instead, affords a significant resource for school buildings to use to meet the needs of their students.

One year of planning and preparation is required unless the school staff demonstrates to the Department that they have received high quality technical assistance focused on school improvement issues that allowed them to be prepared in less than a year.

Components of a Schoolwide Program

The following components must be included in a schoolwide program:

1. A comprehensive needs assessment of the entire school based on information about the performance of children in relation to the Show-Me Standards.
2. A description of schoolwide reform strategies that:
 - a. provide opportunities for all children to meet the proficient and advanced levels of student performance on the MAP
 - b. use effective methods and instructional strategies based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time (i.e., extended school year, before-after school, summer, preschool), provide an enriched and accelerated curriculum, and include strategies for meeting the needs of underserved populations, including females, migrant, homeless and LEP children
 - c. address the needs of all children in the school, particularly the low-achieving children
 - d. determine if the needs of all children are being met
 - e. are consistent with and designed to implement the State improvement plan and LEA's CSIP
3. Instruction by highly qualified teachers.
4. Professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and noninstructional staff.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, Missouri Preschool Project, to local elementary school programs.
8. Strategies ensuring teacher use of academic assessments to plan for the improvement of individual student performance and the overall instructional program.
9. Activities to ensure that students experiencing difficulty mastering the Show-Me Standards will be provided effective and timely additional assistance which must include:
 - a. measures to identify, on a timely basis, students' difficulties
 - b. use of Title I funds, to the extent feasible, to provide training for teachers in how to identify difficulties and provide assistance

- c. teacher-parent conferences for parents of students not meeting the standards to discuss what the school and parents will do to help the students improve performance, and what other resources might be available to assist students
10. Coordination and integration of federal, state, and local services and programs including violence prevention, nutrition, and housing programs; Head Start; adult, vocational, and technical education; and job training.

Schoolwide Plan

An eligible building that desires to operate a schoolwide program shall develop, in consultation with the LEA and other technical assistance providers, a comprehensive plan for reforming the total instructional program in the building.

The schoolwide plan must include the ten components outlined on the preceding pages and must:

- describe how the school will use Title I and other resources to implement the required components
- identify LEA, state, and other federal programs that will be included in the schoolwide program
- describe how the school will provide individual student academic assessment results to parents in a language they can understand, including interpretation of the results

A committee of parents/guardians, community members, teachers, principals, other program administrators, and, if appropriate, pupil services personnel, other building staff and secondary school students must be involved in the development of the plan. The schoolwide plan should be reviewed and revised as necessary by the schoolwide committee, and the revisions submitted in ePeGS for the Department approval. The plan must be available to the LEA, parents/guardians, and the public.

The information contained in the plan shall be translated into any language that a significant percentage of parents/guardians of participating children in the school speak as their primary language. The plan, if appropriate, should be developed in coordination with programs under the Carl Perkins Act, the Head Start Act, and other programs that might be part of a comprehensive plan to assist all students in reaching the Show-Me Standards. The schoolwide plan must be approved before the building will be allowed to function as a schoolwide program.

LEAs may implement both targeted assistance and schoolwide programs in different buildings.

Schoolwide Pool

The purpose of consolidating funds is to help a schoolwide program school effectively design and implement a comprehensive plan to upgrade the entire educational program in the school based on the school's needs identified through its comprehensive needs assessment. (See "Designing Schoolwide Programs" non-regulatory guidance at <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc> for information on conducting a comprehensive needs assessment, designing quality plans, and annually evaluating the program's success.) By consolidating funds from federal, state, and local sources, a schoolwide program school can address its needs using all of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

Consolidating federal funds in a schoolwide program has other advantages, too.

- Consolidating federal funds eases the requirements for accounting for funds from each specific program separately, because a schoolwide school is not required to distinguish among funds received from different sources when accounting for their use. Therefore, a school is not required to maintain separate fiscal accounting records, by federal program, that identify the specific activities supported by each program's funds in order to demonstrate that those activities are allowable under the program. [Section 1114(a)(3)(C)]

- A school that consolidates federal funds in its schoolwide program is not required to meet most of the statutory and regulatory requirements of the specific federal programs included in the consolidation. However, the school must ensure that it meets the intent and purposes of the federal programs included in the consolidation so that the needs of the students are met. *[Section 1114(a)(3); 34 CFR 200.29(a), (b), (d)]*

Consolidating funds in a schoolwide program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated schoolwide pool to support any activity of the schoolwide program without regard to which program contributed the specific funds used for a particular activity. A schoolwide school must identify in its schoolwide plan which programs are included in its consolidation and the amount each program contributes to the consolidated schoolwide pool. *[Section 1114(b)(2)(A)(iii)]*

Keep in mind that an LEA must ensure that such a school meets the supplement not supplant requirement as it relates to a schoolwide program, *i.e.* each school operating a schoolwide program must receive all the state and local funds it would otherwise receive to operate its educational program in the absence of Title I, Part A or other federal education funds. *[Section 1114(a)(2)(B)]*
In accounting for expenditures from funds included in a consolidated schoolwide pool, the LEA must complete the schoolwide pool spreadsheet provided by the Department.

Materials and Supplies

Title I funds may be used to purchase instructional materials and supplies if purchases are **supplemental to what the LEA provides for all students** and are for the exclusive use of Title I students in a targeted assistance program. Materials and supplies purchased with Title I funds must be labeled as Title I and be located in Title I targeted assistance classrooms only.

Title I Funds and Technology

Title I funds may be used to purchase technology-related equipment, materials, and supplies (such as computers, monitors, printers, software and licenses). The guidelines for purchasing technology-related equipment with Title I targeted funds include:

- Purchases must support the instruction of challenging academic achievement standards.
- Purchases must be supplemental to what the LEA provides for all students.
- Purchases must be for the exclusive use of Title I participants.
- Purchases must be “reasonable and necessary” for the Title I program.
- Technology/equipment must be located in Title I classrooms only.
- Purchases must be addressed in the LEA's Technology Plan, including appropriate professional development in the use of technology in instruction.

The guidelines for purchasing technology-related equipment with Title I schoolwide funds include:

- Purchases must support the instruction of challenging academic achievement standards.
- Purchases must be supplemental to what the LEA provides for all students.
- Purchases must be “reasonable and necessary” for the Title I program.
- Purchases must be addressed in the LEA's Technology Plan, including appropriate professional development in the use of technology in instruction.
- Schoolwide projects must include intended equipment expenditures in their schoolwide plans.

Coordination of Instruction

Every effort should be made to coordinate the entire Title I program with any other program that serves participating children. The Title I program should coordinate with any program that could remove barriers to the academic success of Title I children. In addition, Title I teachers should be given time to coordinate with regular classroom teachers. Title I must not use a separate curriculum but will assist Title I children to meet the same state standards as other children.

Comprehensive Services

Health, nutrition, and other social services for students who are participating in Title I instructional activities may be approved under the following conditions:

- A comprehensive needs assessment has been conducted.
- Collaborative partnerships have been established with local service providers.
- Funds are not available from other providers.
- The need likely contributes to the student's educational deprivation.
- The student is economically deprived.

Allowable services include the provision of basic medical equipment, such as eyeglasses and hearing aids, and professional development necessary to assist teachers, pupil services personnel, other staff, and parents/guardians in identifying and meeting the comprehensive needs of eligible children.

Preschool

Research indicates that preschools are an effective early intervention strategy. To help all children succeed in kindergarten and primary grades, Title I funds may provide preschool education. Title I preschool programs are designed for educationally disadvantaged three and four year old children. Educationally disadvantaged children are defined as children whose educational attainment is below the level appropriate for children of their age.

Selection of Students

Multiple criteria must be used to identify children for participation in a Title I targeted assistance preschool and also in a schoolwide program when a waiting list exists. Each criterion must be objective, developmentally appropriate, and educationally related. Data from PAT screenings, the DIAL-III, Brigance K1, and Early Screening Profiles (ESP) may be used.

Certification

A teacher employed in a Title I preschool program must have an Early Childhood Education certificate or an Early Childhood Special Education (ECSE) certificate. A paraprofessional employed in a Title I preschool must have at least sixty college hours or have passed the ParaPro assessment.

Curriculum

Activities in the Title I preschool must be developmentally appropriate, and the Missouri Early Learning Standards should be incorporated into the instructional activities.

Teachers should implement one of the following curriculum models:

- Project Construct
- High/Scope
- Creative Curriculum
- Emerging Language and Literacy Curriculum

Teachers should have completed training in the model being implemented.

Schedule

Based on a community needs assessment and resources available, a Title I preschool program should serve four-year old children at least 4 days per week, and, if possible, 5 days per week. LEAs may also serve three-year old children; but in the case of limited resources, four-year olds should receive

priority. A half-day program would serve children for at least 2 1/2 hours per day. For more information on the impact of scheduling on preschool children, see The High/Scope Perry Preschool Project at: <http://secure.highscope.org/Content.asp?ContentId=63>

The preschool should adopt the same starting and ending dates as other buildings in the LEA and should align its schedules, as practicable, with the LEA's calendar throughout the school year, including professional development and teacher work days.

Caseloads

It is recommended that a full time teacher have no more than ten students per session. It is also recommended that a full time teacher and a paraprofessional have no more than fifteen students per session. Two certified teachers or one certified teacher with two paraprofessionals can serve up to twenty students per session.

Parent Involvement

Parent involvement opportunities must be offered to assist parents to be partners in their child's education. Activities to help parents and their children in the transition to the regular school program must be provided. It is recommended that a PAT Parent Educator trained in working with three-to five-year old children be assigned to work with the families with children in the Title I preschool. This Parent Educator should be a member of the early childhood team and be the liaison for all parent involvement.

Collaboration

Regardless of when the program is implemented, schools are encouraged to pursue collaborative arrangements with local childcare agencies and Head Start especially for students who are attending a preschool program for half days only.

Funding and Allowable Uses

If the LEA chooses to fund a Title I preschool, they must also serve a K-12 attendance center. The LEA's Title I program cannot be a preschool program only. The LEA may use its Title I allocation for funding a Title I preschool; no additional Title I funds are provided for implementing the preschool program. Other sources of funds for a preschool include Missouri Preschool Project (MPP, a competitive state grant), local funding, and ECSE.

The following costs are approvable expenditures from the LEA's Title I allocation: Title I preschool teacher's and paraprofessional's salaries and benefits, student supplies, snacks, educational field trips, parent involvement activities, student transportation to and from preschool, teacher's or paraprofessional's professional development, lease of a modular unit for a classroom, and developmentally appropriate play equipment. Staff of a Title I preschool should be included in all LEA sponsored in-service as applicable.

Coordination of Preschool Activities

To the extent possible, each LEA receiving Title I funds shall coordinate its activities with Head Start agencies or other early childhood developmental programs such as the Missouri Preschool Project.

Coordination activities may include:

- developing and implementing a systematic procedure for receiving records of students who will transfer to the LEA
- establishing channels of communication between school staff and other early childhood educators
- conducting meetings involving parents/guardians, kindergarten or elementary teachers, and early childhood educators to discuss developmental and other needs of individual children
- organizing and participating in transition related activities for children, their parents and school staff, Head Start staff, and where appropriate, other early childhood program staff

- linking the educational services provided by the LEA with the services provided by Missouri Preschool Programs, and local Head Start agencies

Instructional and Staff Guidelines

Title I Reading

In alignment with recent research and ESEA guidelines, effective and systematic reading instruction should include the following five essential components:

1. phonemic awareness
2. phonics
3. vocabulary development
4. reading fluency, including oral reading skills
5. reading comprehension strategies

Delivery Systems

Delivery systems for Title I reading and math instruction include but are not limited to

1. Extended learning time
 - before school
 - after school
2. In-class/Push-in
 - A Title I teacher or paraprofessional may work within the regular classroom to provide supplemental instruction. The Title I teacher or paraprofessional must target services appropriate to those children identified as needing additional assistance
3. Instructional Coach
 - The primary role of a Title I Instructional coach is to help the classroom teachers work more effectively with their students. Working together, the coach and classroom teachers determine alternative instructional strategies for Title I students. In addition, the instructional coach usually:
 - conducts specific instructional diagnostic evaluation of participating students
 - assesses participating student progress on a regular basis
 - develops prescriptive instructional programs to be implemented by the regular classroom teacher
 - conducts limited demonstration teaching to model alternative instructional strategies
 - identifies, procures, and/or develops modified curriculum materials to meet the needs of participating children, and promotes increased parental involvement of participating children
4. Pull-out
 - Although pull-out of Title I children should be minimized, it may, at times, meet the needs of some children.
5. Reading Recovery and Early Literacy Learning
 - Title I may fund certified Reading Recovery and Early Literacy Learning teachers
6. Family Literacy
 - Title I may fund educational activities to promote literacy in families of Title I students. A parent coordinator may be employed to plan and implement literacy and other parent/guardian involvement activities.
7. Preschool
 - Activities should be developmentally appropriate and supportive of the chosen curriculum.
8. Summer programs
 - Title I funds may be used to fund a summer school for Title I eligible students. An approved summer school plan is required. Transition programs or jump start before the start of school are allowed.

Qualifications of Title I Teachers and Instructional Coaches

Each LEA should have a plan in place to assist all teachers and instructional coaches in becoming highly qualified for grade level and subject matter. All teachers and instructional coaches paid with Title I funds must be highly qualified. The Core Data Manual describes the certification requirements for the appropriate course codes.

Qualifications of Title I Instructional Paraprofessionals

Instructional paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file, or have passed the ParaPro Assessment. These requirements would apply to all paraprofessionals in a schoolwide program (even if not paid with Title I funds).

Exceptions to paraprofessional requirements:

- one who is proficient in English and another language and who provides services primarily to enhance the participation of children as a translator
- one whose duties consist solely of conducting parental involvement activities

Duties of Title I Paraprofessionals

Paraprofessionals paid with Title I.A funds must follow these guidelines:

- provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher
- assist with classroom management, such as by organizing instructional materials
- provide instructional assistance in a computer laboratory
- conduct parental involvement activities
- provide instructional support in a library or media center
- act as a translator
- provide instructional support services under the direct supervision of a highly qualified teacher
- may be included in professional development activities

Paraprofessionals provide instructional support. They should not be provide direct instruction, or introduce new skills, concepts, or academic content to students.

Compliance Verification and Use of Funds

LEAs may use Title I.A and Title II.A funds to support ongoing training and professional development for teachers and paras to meet certification requirements.

Highly Qualified Teachers (HQT)

The federal NCLB Act requires all public elementary and secondary teachers employed by the LEA who teach a core academic subject (English, reading or language arts, mathematics, science, foreign languages, the arts, and social studies) be “highly qualified”. NCLB defines highly-qualified teachers as those with at least a bachelor’s degree, full state certification in the subject area and grade level in which they teach, and documentation of content expertise. Although a teacher of core academic subjects may meet the appropriate requirements to teach in Missouri, the teacher must also meet the HQT requirements.

If the LEA has a teacher in a Title I school who does not meet the HQT requirements, the LEA must provide each parent “timely notice that the parent’s child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified.” If the LEA has a teacher paid with Title I.A or Title II.A funds, the teacher **must** meet HQT requirements at the time of higher.

All core content teachers must be highly qualified. If they are not highly qualified, a LEA must use 5% of their Title I funds for professional development to ensure they become highly qualified. All federally funded teachers and paraprofessionals MUST be highly qualified at the time of hire.

Each LEA, at a minimum, shall annually require the principal of each participating schoolwide or targeted assistance school to have written verification the school is in compliance with highly qualified teacher and paraprofessional requirements. Copies of the verifications must be maintained at each school and at the main LEA office and must be available to the general public on request.

Assignment of Personnel

Title I staff may:

- serve only students eligible to participate in a targeted assistance program
- assume limited duties that are assigned to similar non-Title I personnel, including duties beyond classroom instruction, so long as the proportion of time does not exceed that of personnel not paid by Title I
- not be pulled away from Title I duties to serve as substitutes
- participate in general professional development and school planning activities teach collaboratively with regular classroom teachers

Instructional Time and Caseloads

- Title I staff should have the same number of instructional and planning minutes per week as classroom staff. As much as is feasible, this planning time should be devoted to regularly scheduled and documented collaboration with classroom teachers. Enough time should be spent with each student in supplemental settings to allow the student to develop the same skills their age peers have mastered. The goal is always to have students succeed so they can exit supplemental services before the year is over. Students receiving services should be assessed often in formal and informal ways to monitor progress and guide instruction.
- A full-time caseload for certified teachers is 30 to 60 students. Fewer students may be served if the teacher is working one-on-one with students or with very small groups of up to three students.
- Paraprofessionals do not have a caseload since students would be counted in the Title I or classroom teacher's enrollment numbers.
- It is recommended a certified teacher provide instruction in groups of no more than 10, or up to 15 students, if a paraprofessional or an additional classroom teacher is present.

Parents Right to Know

At the beginning of each school year, a LEA must notify parents/guardians of each student attending a Title I building receiving Title I funds that the parents/guardians may request, and the LEA will provide in a timely manner, information regarding the professional qualifications of their child's classroom teachers.

The teachers' qualifications will include, at a minimum, the following:

- whether the teacher has met state certification criteria for the grade levels and subject areas in which the teacher is providing instruction
- the baccalaureate degree major and any other graduate degree or certification, including field of discipline, the teacher holds
- whether their child is provided services by paraprofessionals and, if so, their qualifications

In addition to the above information that parents may request, a building that receives Title I funds must provide to each individual parent:

- information on their child's achievement level in each of the state academic assessments
- notice that their child has been assigned, or has been taught, for four or more consecutive weeks by a substitute teacher or a person who is not appropriately certified.

The notices and information provided to parents must be in a format and language that is easily understood by all parents. It must also include a contact name and appropriate contact information as to where they can request this information.

High Quality Professional Development

Each LEA receiving Title I funds must provide high quality professional development to improve the teaching of academic subjects, with the primary goal being to enable all children to meet the Show-Me Standards. The professional development activities must be coordinated by principals, teachers, and other school staff. Title I funds used for professional development purposes may be combined with funds provided under Title II.A and other sources to provide professional development for Title I staff.

The professional development activities must:

- support instructional practices that address the challenging state standards and create a school environment conducive to high achievement in the academic subjects
- support LEA and Schoolwide Plans
- draw on other available resources
- include strategies for developing curricula and teaching methods that integrate academic and vocational instruction
- include strategies for identifying and eliminating gender and racial bias in instructional materials, methods, and practices
- coordinate with the LEA's plan for professional development

Parent Involvement

Programs, activities, and procedures for the involvement of parents/guardians must be implemented in order for a LEA to receive a Title I allocation. Parental involvement shall include participation of parents in ongoing and meaningful communication about student academic learning and other school activities, ensuring that parents/guardians:

- play an integral role in assisting their child's learning
- become actively involved in their child's education
- become full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child
- are notified of the Adequate Yearly Progress (AYP) status of their child's school building

LEA Parent Involvement Policy

Each LEA must have a written parent involvement policy jointly developed with, agreed with, and distributed to parents of participating children. The policy must be approved by the LEA's board of education and should describe how the LEA will meet the six requirements to build parents' capacity:

- (1) Involve parents in the joint development of the CSIP and in the process of school improvement;
- (2) Provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parental involvement activities to improve student achievement;
- (3) Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children (including literacy and technology training) and by educating teachers, pupil personnel, principals, and other staff in the value and utility of the contributions of parents and how to work with parents;
- (4) Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for

- Preschool Youngsters, and State-run preschool programs (providing support for parental involvement activities as parents request it) and Title III language instructional programs;
- (5) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; use the findings of the evaluation to design strategies for more effective parental involvement; revise, if necessary, parent involvement policies; and
 - (6) Involve parents in the activities of the Title I-served schools.

If the LEA has a policy apart from Title I that involves all parents, that policy may be amended to meet these requirements.

For LEAs with allocations over \$500,000, one percent of the allocation is budgeted and utilized for parent involvement activities, including promoting family literacy and parenting skills; 95% of the one percent is distributed to the buildings.

School Parent Involvement Plan

In addition to the LEA policy, each Title I building must jointly develop with and distribute to parents of participating children a written parent involvement plan. The plan must be updated periodically to meet the changing needs of parents and the school and be in a format and language readily understood by parents and LEA's personnel. If the building already has a plan for involving all parents, that plan may be revised to meet the federal requirements.

The written plan must address all of the following requirements and must be distributed to parents.

1. Strategies for Communication (Policy Involvement)

Each building **must**:

- hold an annual meeting to inform parents of their school's participation in Title I, explain Title I requirements, and explain parents' right to be involved;
- offer a flexible number of meetings at various times and, if necessary, use Title I funds to provide transportation, child care, or home visits as these services relate to Title I parental involvement;
- involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parent involvement policy and the joint development of the schoolwide plan;
- provide parents of participating children:
 - timely information about Title I programs
 - a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet
 - an interpretation of the school's annual performance report
 - if requested by parents, regular meetings to formulate suggestions and to participate, when appropriate, in decisions relating to the education of their children and timely responses to the suggestions made by parents that have been offered in the meetings
- include comments from parents of participating children who find any aspect of the schoolwide plan unsatisfactory when it is submitted to the LEA.

2. Shared Responsibilities for High Student Academic Achievement

As a component of the school-level Title I parent involvement plan, each school participating in Title I must jointly develop with parents of participating children a school-parent compact. The compact will outline how parents, the entire teaching staff, and students will share the

responsibility for improving student achievement and describe how the school and parents will build and develop a partnership to help children achieve the Show-Me Standards.

The school-parent compact **must**:

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Missouri's student academic achievement standards, and the ways in which each parent will be responsible for supporting their child's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time; and
- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - frequent reports to parents on their child's progress; and
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

3. Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership with the Title I school, parents, and the community to improve student academic achievement, each LEA and participating school **must**:

- provide assistance to participating parents with such topics as: understanding the Show-Me Standards, the MAP test and local assessments, understanding how to monitor a child's progress and knowing how to work with teachers to improve the performance of their child;
- provide parents the training and materials necessary to improve their child's achievement, such as literacy training and using technology, as appropriate to foster parental involvement
- educate, with parental assistance, all school personnel in valuing parent contributions; communicating and working with parents as equal partners, implementing and coordinating parent programs, and building ties between home and school;
- coordinate and integrate the Title I parent involvement program and activities with other existing parent involvement programs, such as Head Start, Parents as Teachers, Practical Parenting Partnerships, public preschool programs, and encourage and support parents in more fully participating in the education of their child;
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of Title I children in a format and language they can understand.

The LEA and participating school may:

- involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- train parents to enhance the involvement of other parents;
- arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

- adopt and implement model approaches to improving parental involvement;
- establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;
- develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
- provide such other reasonable support for parental involvement activities under this section as parents may request.

Annual Title I Meeting

At the beginning of the school year an annual meeting is convened to inform parents of their school's participation in Title I, to explain Title I requirements and the right of parents to be involved.

Accessibility

To the extent that is practical, LEAs and schools must provide full opportunities for the participation of LEP parents, parents with disabilities, and migrant parents. Facilities used for parent involvement activities should be accessible to all parents. To allow greater parent participation, Title I funds may be used, if needed, for transportation to the activities and for child care.

Neglected Programs

If a locally administered facility for neglected children is located within the boundaries of a LEA, the LEA will receive from the Department the Annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I, ESEA (Form MO 500-0294). This form, completed by the administrative officer of the facility/institution, requests information about the legal status of the facility, the type of children served (neglected or delinquent), and the number of long-term residents. The form must be returned to Federal Financial Management by the designated date each year (usually in November). The returned forms will be used to complete a list of eligible institutions that is forwarded to the U.S. Department of Education. If a new facility has opened, the district may request this form from the Department so that funds will be generated for these children.

The allocation for a neglected student program comes from Title I.A and will be accounted for separately. The amount of the neglected allocation can be found from the Current Funds Available page by clicking on the allocations and accessing the Allocation Details – Title I.A.

Funds for neglected students should be spent on services comparable to those provided to other public school children. Many of the students identified as neglected will be enrolled in the regular public school but may receive additional services as well.

Standards and Assessment

Title I programs in Missouri will focus on assisting Title I students in meeting the Show-Me Standards. The Missouri Assessment Program (MAP) must be used to assess the academic progress of Title I children in communication arts and math. Assessment results, including interpretation as necessary, shall be provided to parents, school staff, and community.

Annual Title I Evaluation

Each Title I school must review data annually to assess the effectiveness of its Title I program. Those attending this annual evaluation should include Title I teachers and paraprofessionals, classroom teachers, and building administrators who will decide what is effective and what needs to be changed.

Schools should meet with Title I parents in the spring term to evaluate Title I services and the LEA's and school's parent involvement policy. Input from parents, such as a survey, must be considered as part of the annual Title I evaluation.

Documentation of this program evaluation must include:

- copy of recent evaluation
- meeting agendas, sign-in sheets, and minutes of meetings
- appropriate representation of school personnel and parents
- review of student achievement data
- review of parents' evaluations
- review of program strengths and weaknesses (needs assessment)
- review of school-parent compact
- building personnel have been notified regarding their AYP status
- documentation of recommendations and revisions

Section 4

Title I.C Education of Migratory Children

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Legislative Purpose

Title I.C aids schools with migrant students. The program focuses on helping migratory children overcome the educational barriers that result from repeated moves, allowing them the opportunity to succeed in regular school programs, attain grade-level proficiency, and achieve the Show-Me Standards established for all children in the state.

Title I.C Migrant Education projects must be designed to provide advocacy and outreach activities for migrant children and their families that help them gain access to other education, health, nutrition and social services available through local, state and federal programs; overcome cultural and language barriers and social isolation; prepare for successful transition to post-secondary education or employment; and benefit from state and local systemic reforms.

Definition of a “Migratory Child”

According to sections 1115(b)(1)(A) and 1309(2) of No Child Left Behind and section 200.81(d) of federal regulations, a child is eligible for the Migrant Education Program (MEP) if:

- The child is younger than 22 and has not graduated from high school or does not hold a high school equivalency certificate (this means that the child is entitled to a free public education or is of an age below compulsory school attendance); *and*
- The child is a migrant agricultural worker or a migrant fisher *or* has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; *and*
- The child has moved within the preceding 36 months in order to obtain (or seek) or to accompany (or join) a parent, spouse, or guardian to obtain (or seek), temporary or seasonal employment in qualifying agricultural or fishing work; *and*

The child:

- has moved from one LEA to another

Qualifying Employment

Any temporary or seasonal agricultural or fishing work can be considered qualifying employment.

Work qualifies if:

- **Agricultural** — any activity directly related to the production or processing of crops, dairy products, poultry or livestock for initial commercial sale or personal subsistence; the cultivation or harvesting of trees; and fish farms.
- **Fishing** — any activity directly related to catching or processing fish or shellfish for initial commercial sale or personal subsistence.
- **Seasonal** — relates to agricultural or fishing activities dependent upon natural cycles, such as planting, cultivating, and harvesting food.
- **Temporary** — relates to agricultural or fishing activities that are not permanent and usually last no longer than 12 months. Some such work, though available on a year-round basis, may still be temporary if the worker is not likely to remain permanently at the job because of working conditions, intermittent periods of slack demand, or if the Department has determined the position to be temporary due to a significant turnover rate.

Recruiting and Enrolling

Migrant Education and English Language Learning (MELL) personnel are responsible for assisting with the identification of migrant students. MELL personnel must complete Family Interview Forms (FIFs) to obtain health, social, and educational information and Certificates of Eligibility (COEs) to verify the migratory status of children. The signature of the recruiter on the COE verifies the accuracy of the information. It formally confirms that parents or guardians have been advised of available MELL services, of the maintenance and transmittal of the children's records through the state database, and

that the children will participate in the program for as long as they are eligible unless parents or guardians withdraw permission. LEAs should retain copies of all COEs for eight years.

MELL personnel enter COE information into the state database system. This meets the legal requirement for interstate and intrastate coordination that helps provides the educational continuity for migrant children.

At the beginning of each succeeding school year, each LEA receives from the MELL office a master list of all migrant children enrolled during the previous year. This list verifies that each child still resides in the state, and the state database is accurately updated.

COEs and FIFs must be completed and submitted to the regional MELL recruiters as soon as possible after enrollment. These forms are used to determine state funding in initial and subsequent years.

Responsibilities of LEAs

LEAs enrolling significant numbers of migrant students are eligible to receive Title I.C funds for supplemental instructional projects. To help meet these students' unique needs, LEAs may receive support from the MELL Program.

All LEAs must:

- identify all potential migrant children through the age of 21, obtain documentation of their eligible migrant status and priority for service, and provide the information to the State MELL Director. The LEA provides documentation of a procedure to identify and recruit those students who have family members who have been or are engaged in temporary or seasonal agricultural-related work residing in the LEA throughout the school year.
- have written procedures to ensure that eligible students are identified for services. The migrant education procedure (board adoption is optional) addresses: screening and identification of potential migrant students, notification to State MELL Director of the presence of potentially eligible students, completion of parent survey form or questions on an enrollment form asking if the family if they have moved in the past three years, if they have worked in agriculture and if they moved to seek or obtain that work , needs assessment programs for which migrant students are eligible, and if needed request assistance from the MELL program.
- assess the educational, health, and social needs of the identified migrant children and develop objectives to address those needs so that migrant children meet the Show Me Standards.
- provide advocacy to allow children and families gain access to health, nutrition and social services.
- review existing programs and resources to determine which can help meet the needs of migrant children and assure that the children have access to them.
- develop supplemental instructional programs for migrant children.
- maintain and regularly update educational and health records of migrant children and provide information for entry into the state database and transmittal to schools where the children will next enroll.
- provide professional development for regular and special teachers to improve the quality of education for migrant children.
- inform LEA's personnel of their required participation in inservice training provided by the MELL program.
- provide opportunities for participation of migrant parents in the educational activities of their children.
- establish a Parent Advisory Council (PAC) to consult with LEA's officials and staff in the planning, implementation, and evaluation of the project.
- provide transition for secondary students to post secondary education or employment.

- provide needs assessment, evaluation, financial, and other information needed for the Department to carry out its duties.

Continuation of Services

There are three circumstances in which the LEA may continue to provide services to children whose eligibility has ended:

- a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term;
- a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and
- secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

Allowable Uses of Funds

Migrant students' needs should be addressed through existing programs and resources. When such available resources are exhausted, however, Title I.C may be used for the following:

- before/after school tutoring
- supplemental instruction
- preschool
- school supplies for students, if needed and if no other resources are available
- professional development
- hiring paraprofessionals
- supplemental translation services
- hiring home/school liaison
- family literacy programs

The home/school liaison coordinates activities between home and school, facilitating the school staff's ability to meet the needs of migrant students and the parents' ability to be more involved in their children's education. Specific responsibilities may include the following:

- assess student needs on an ongoing basis and intervene as their advocate
- facilitate migrant students in extracurricular activities
- assist parents in understanding the school's expectations of them and their children
- assist limited English proficient parents in communicating with school personnel
- establish contact with school and community services such as Parents as Teachers, Head Start, Family Services, county health, and WIC
- assist students and their families to obtain necessary health and social services

MELL Support Services

MELL is a network of resource people available to assist LEAs in organizing and implementing programs for migrant children and English Language Learners. Recruiters assist in identifying, recruiting, and enrolling migrant children or children of migrant parents. MELL Instructional specialists assist in the development of appropriate instructional programs for migrant children and English language learners. The MELL director's office is in Jefferson City and recruiters and instructional specialists are available through Regional Professional Development Centers (RPDC). Visit <http://www.mo-mell.org/> for additional information on available services.

Developing an Instructional Project for Migrant Children

Needs Assessment and Priority for Service

LEAs must assess migrant students' needs, determine priority for service, and determine services already available and additional services needed.

Planning Instructional Services

Instructional programs must be supplemental to existing educational programs. They may be developed for the following groups: preschoolers, elementary school students, secondary school students, and youth who have dropped out of school. Priority is given to the group having the largest number of children or youth with greatest needs. To assist migrant students in meeting the Show-Me Standards, programs should use effective instructional strategies that

- give primary consideration to providing extended learning time, such as extended school year and before/after school programs
- support an accelerated, high-quality curriculum, including applied learning
- minimize removing children from the regular classroom for supplemental instruction

Serving Migrant Students with Limited English Proficiency

Migrant students who are also English Language Learners (ELL) are eligible for services on the same basis as other children; selection for services must be based on multiple, education-related objective criteria.

Title I.C funds may not be used to provide services required for English Language Learners by other laws (e.g., Title VI of the Civil Rights Act or the Equal Educational Opportunities Act). Instructional materials for English Language Learners may be borrowed from the MELL offices.

Serving Migrant Students with Disabilities

Migrant children with disabilities are entitled to receive special education services regardless of the duration of their residency in the LEA. Activities must be coordinated to increase program effectiveness, eliminate duplication, and reduce fragmentation of services for the students.

Serving Migrant Students in Title I Schoolwide Programs

In planning a schoolwide program that includes migrant students, an eligible school may combine Title I.C funds with other federal, state and local funds as long as migrant students' educational needs have been met. Schoolwide staff must consult with parents of migrant children or organizations representing those parents, address the identified unique needs of the children, and document that services to address those needs have been provided.

Serving Migrant Students in Nonpublic Schools

LEAs must offer instructional services to eligible migrant students in the nonpublic school. LEAs must confer with nonpublic schools to inform the staff of how to assess the students' needs and determine if migrant students enrolled there meet priorities for service.

Serving Migrant Preschool Children

The families of all preschool migrant children should be included in the LEA's Parents as Teachers program, regardless of the duration of their residency, as well as any preschool program the LEA is implementing. Title I.C may fund a preschool for migrant children if no other preschool is available in the community.

Each preschooler enrolled in a Migrant preschool should be pre/post tested using the Brigance Preschool Screen or the Dial-3.

Serving Migrant Youth Who Have Dropped Out of School

LEAs in which migratory youth ages 16 through 21 reside, but are not enrolled, are encouraged to notify the regional MELL recruiter. Through interagency collaboration, arrangements may be made to provide an evening GED or ESL class and transportation.

Automatic Eligibility for Free Lunches

In June of 2004, Public Law 108-265 reauthorized and amended the Richard Russell School Lunch Act and the Child Nutrition Act to make migrant children automatically eligible for free school lunches and breakfasts once documentation of their status as migrant children has been provided to the LEA where the school food services are to be furnished. Once the LEA has determined that the child qualifies for migrant status, the LEA must notify the household of the child's free meal eligibility. There is no need to complete a free and reduced price meal application

Parent Involvement

Parent involvement is required and generally follows the same guidelines as for Title I.A.

Local Parent Advisory Councils (PACs)

A migrant PAC must be established in those LEAs where projects extend for the duration of the school year. At least one meeting should be held annually during which school officials consult with the PAC regarding the operation of the project. While the majority of the membership of the PAC must consist of migrant parents or guardians, it may also include teachers, counselors, librarians, administrators and others who know the needs of the migratory children. All migrant parents and guardians should be encouraged to become members, and meetings should be scheduled at their convenience.

Local PACs have the following rights and responsibilities:

- request from the regional MELL personnel a program for training the members to carry out their responsibilities
- request a copy of the Title I.C statutes, federal regulations, and state guidelines
- request a copy of any report resulting from state monitoring of the local project
- make recommendations to the LEA for planning, implementing and evaluating the project

Regional PACs

Regional MELL personnel will schedule at least one regional PAC meeting each year for the purpose of providing Title I.C staff the opportunity to consult with project parents and staff. Each project school is required to send one or more parent representatives from the local PAC. A migrant teacher or administrator may also attend, as long as the majority of the voting members of the regional PAC are parents.

Regional PAC members have the following rights and responsibilities:

- review local programs applications and make recommendations for changes
- review the state's administration of Title I.C and make recommendations for changes
- review the evaluation design including the objectives to be measured and the methodology for collecting and reporting data
- recommend actions to be taken by the Department to remedy problems at the local or regional levels

Public Information

LEAs must disseminate information about the program to the parents of the children to be served as well as to the general public. The dissemination may be in the form of newsletters, general press releases, or articles in the school newspaper. It is recommended that a specific mailing be sent to parents of participating children. If they are limited English proficient, information should be disseminated in their native language if possible.

Evaluation

LEAs must ensure that MAP assessments record appropriately the migrant status of students. Based on test results, LEAs, with input from their PACs, should revise their migrant instructional services as needed.

Assessments of Short-Term Projects

For migrant preschools of short duration, such as those which serve children of apple harvesters or other seasonal workers, an alternative teacher constructed skills rating procedure is appropriate.

This skills-based process of instructional management and evaluation would follow these steps:

- Immediately upon the student's arrival, all needs assessment and test information available is reviewed. The Brigance Inventory or some other brief academic measure may be administered to obtain helpful information. A written plan is made for presenting skills to be mastered.
- Instruction is offered based on the skills determined to be most critical. Frequent consultations with the student's other teachers provide additional direction.
- Informal evaluation is conducted to determine the student's progress on skills mastered and new skills critical for further instruction. Records of skills presented and mastered are completed.
- At the end of the program or when a student withdraws, student achievement is summarized to evaluate the effectiveness of the program.

Overall, the Title I.C project should be designed to address objectives for improving English proficiency, academic proficiency, self-concept development, attendance, parental involvement, promotion, credit accrual for graduation, and referral for needed health services. Data collected is used to determine the degree to which the program has measurable positive influences on migrant children.

Priority for Services (PFS)

Missouri LEAs receiving Migrant funds must target those funds to provide services to migratory students who are failing, or at risk of failing to meet the State's challenging content and academic achievement standards **and** whose education has been interrupted during the regular school year. [Public Law 107-110, No Child Left Behind Act of 2001, Section 1304(d)]

Identifying Priority for Services Students

The State has determined that the following indicators **shall** be used to identify the students who should receive *Priority for Services*:

A migratory child who:

- scored at Below Basic on the MAP; **or**
- is an English Language Learner (*Students coded: LEP*); **or**
- has an age/grade discrepancy; **or**
- was retained; **or**
- is at risk of failing to meet state graduation requirements in one of the following areas:
 - an unweighted GPA of 2.0 or below, **or**
 - insufficient credits for promotion or graduation

AND

- whose education has been interrupted during the regular school year.

Prioritization of PFS Students

When LEAs have identified a significant number of *Priority for Services* students, they have the flexibility to further prioritize *Priority for Services* students by ranking the indicators either by number or weight to ensure services to the neediest of the *Priority for Services* students **first**. Students who scored at Below Basic on the MAP test take precedence and are not included in further prioritizing.

Educational Interruption

An “educational interruption” occurs when a child, during the regular school year (defined as August through June) has changed schools or missed a “significant” amount of school time (e.g., ten days or more) due to the child’s or family’s migrant lifestyle. This determination is made on a “rolling” basis, that is, **at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history should be reviewed for significant absences.**

An “educational interruption” **must** be documented as resulting from the child’s or family’s migratory lifestyle upon review of all the following data sources by appropriate staff:

- attendance records that reflect changing schools, late enrollment, significant absences during the regular school year;
- appropriate Qualifying Arrival Date (QAD);

Other supporting documentation such as medical records, issues with housing and transportation, truancy records or any situation resulting from the migratory lifestyle; and

- interview of child or parent/guardian.

Graduation/Promotion Requirements

These indicators are included to target migratory students with an educational interruption, who have scored at Proficient or Advanced on the MAP, have the appropriate age/grade placement, are not English Language Learners and have not been retained, **but** remain at risk of failing to meet State graduation/promotion requirements as a result of low grade point averages and/or insufficient required credits. Such students should be served **first** to ensure that their academic progression is monitored and services are provided as needed to make certain that these students are promoted or graduate.

LEA Requirements

LEAs must:

- develop, implement, maintain and revise as needed a **Priority for Services Action Plan** that describes how the LEA/Consortium will use Migrant Education Program (MEP) funds and other resources to address the unique needs of *Priority for Services* migratory students **first**, before expending funds on other migratory children and to document the services that these students receive. This plan should also include a component to evaluate the impact of services provided on student achievement (see Sample Action Plan);
- target the areas of need for migratory children identified through local and state needs assessment processes when designing a **Priority for Services Action Plan**;
- coordinate with local, state, and federal programs when developing a Priority for Services Action Plan in order to satisfy the supplement, not supplant requirement and to optimize the use of MEP funds. LEAs must determine the students’ needs and identify all available services that can address the needs. They should then coordinate with programs and agencies that provide services that meet the identified needs and ensure that migratory children have access to appropriate programs and services. MEP funds are then used to supplement, not supplant programs and services available through other federal, state or local entities;
- utilize the State-designated indicators to identify students who must receive priority for services; and
- document the services provided to Priority for Services students by continuously capturing and recording data onsite (to monitor student progress) and reporting the data using existing data elements. (See Documenting/Reporting Services and Student Data)

PFS Action Plan

The State must ensure that LEAs receiving Title I.C funds comply with No Child Left Behind, Section 1304 (d). The development, implementation and maintenance of a ***Priority for Services Action Plan*** will document compliance and assist LEAs in identifying, assessing and providing appropriate services to the neediest migratory students **first**, before expending funds on other migratory children.

LEAs must provide their plans when applying for Title I.C funds. The supporting documentation, which verifies that the plan is being implemented as described in the project application, must be maintained at the local level and may be requested by the State under special circumstances and during program monitoring and audits.

Documenting/Reporting Services and Student Data

LEAs, in collaboration with their data departments, should develop a document (i.e., electronic or manual spreadsheet/log) to record pertinent student data and services.

The document should be used to continuously track and monitor the academic progress of students served, as well as to verify program compliance for monitoring and audit purposes.

The document should include:

- a list of students who meet the *Priority for Services* criteria that includes student identifying information such as name, student number, date of birth, grade and Qualifying Arrival Date (QAD);
- identification of each student's *Priority for Services* indicator(s);
- enrollment data [Educational Interruptions];
- attendance data [Educational Interruptions]; and
- service(s) provided to address the need(s) identified by the indicator(s).

LEAs may develop Priority for Services Action Plans that differentiate services being provided to eligible students identified for Priority for Services based on:

- the availability of MEP funds;
- the number of eligible students enrolled at a particular site;
- whether MEP personnel are based at one school, serve children at multiple schools, or serve children in the home;
- the availability of resources at schools; and/or
 - the unique programmatic needs as identified by single and multi-LEA MEPs. Examples of services that can be provided are:
 - monitoring attendance with the development and implementation of appropriate interventions to increase attendance;
 - providing supportive services;
 - delivering individualized and/or small group instruction/tutoring based on students' needs;
 - conducting formal and informal student academic assessments and developing individual academic intervention plans based on identified needs;
 - ensuring access to literacy resources for the student and the family;
 - ensuring access to other available federal, state and local resources; or
 - ensuring access to any service that will address the unique needs of a migratory child.

Priority for Services migrant children are currently and will continue to be reported via the Missouri Student Information System (MOSIS).

Sample “Priority for Services” Action Plan

PRIORITY FOR SERVICES ACTION PLAN

To comply with ESEA, Section 1304(d) requirements, _____ LEA/Title I Migrant Education Program, will utilize Migrant Education Program funds and other available resources to address the unique needs of *Priority for Services* migratory students **first**, before expending funds on other migratory children.

Priority for Services migratory students are students who: (1) are failing, or are most at risk of failing, to meet the State’s challenging academic content and achievement standards **and**, (2) whose education has been interrupted during the regular school year.

An “educational interruption” occurs when a child, in the preceding 12 months, has changed schools or missed a "significant" amount of school time (e.g., ten days or more) during the regular school year (defined as August through June) due to the child’s or family’s migrant lifestyle. This determination is made on a “rolling” basis, that is, **at the time an eligible migratory child is identified and enrolls in school, the preceding 12 month enrollment history will be reviewed for significant absences.**

The following indicators **shall** be used to identify students who will receive *Priority for Services*:

A migratory child who:

- scored at Below Basic on the MAP; **or**
- is an English Language Learner (*Students coded: LEP*); **or**
- has an age/grade discrepancy; **or**
- was retained; **or**
- is at risk of failing to meet state graduation requirements in one of the following areas:
 - an unweighted GPA of 2.0 or below, **or**
 - insufficient credits for promotion or graduation
-

AND

- whose education has been interrupted during the regular school year.

The LEA will develop and provide to all school buildings with sufficient numbers of enrolled migrant students, a Migrant Data Report that will provide MAP results, retention, GPA, ELL status, absenteeism, age/grade discrepancy and credit accrual data for all students enrolled in a particular school.

Priority for Services students will be flagged with an asterisk on the report.

Priority for Services migratory students will be provided with one or more of the following Migrant Support Services based on the student’s individual needs, and available resources:

- Administration of formal, informal, and alternative student assessments and analysis of test data and student performances;
- Monitoring of attendance, follow-up assistance, and implementation of interventions to increase students’ attendance;
- Referrals to other programs and/or community agencies (i.e., reading coach, guidance counselor, ELL Programs, community health center);
- Access to individual and/or small group supplementary instruction provided by a highly qualified teacher;
- Access to computer assisted and/or on-line instruction;

- Participation in before, during, and after school tutoring;
- Participation in Extended Learning Programs and/or Extended School Year Programs;
- Access to family literacy resources, training, and follow-up assistance; and
- Access to take-home reading materials and reading incentive programs.

Migrant advocates, aides, and school social workers will document services that have been provided to *Priority for Services* migratory students on a *Priority for Services Report* that will be maintained at school sites for program audits, and copies forwarded on a semi-annual basis to the Migrant Education Program Supervisor.

On an on-going basis, school and LEA Migrant Education Program personnel will evaluate the educational performances of *Priority for Services* migratory. The LEA will annually review and analyze student MAP assessment, promotion, retention, and graduation data as part of the Title I Migrant Education Program Annual Needs Assessment and Evaluation.

Section 5

Title I.D Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

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Legislative Purpose

The purpose of Title I.D is to support LEA programs that collaborate with locally operated delinquent correctional facilities in these ways:

- to carry out high quality educational programs to prepare children and youth for secondary school completion, training, employment, or further education;
- to provide activities to facilitate the transition of children and youth from the correctional program to further education or employment;
- to operate programs in local schools for children and youth returning from correctional facilities and programs which may serve other at-risk students.

Required Form

The annual Survey of Children in Local Institutions for Neglected or Delinquent Children or in Correctional Institutions, Title I, ESEA is mailed to all LEAs in October. If a locally administered institution for delinquent children is located within an LEA, it is that LEA's responsibility to forward this form to the institution. This form, completed by the administrative officer of the facility/institution, requests information about the legal status of the facility, the type of children served (neglected or delinquent), and the number of long-term residents. The form must be returned to Federal Financial Management by November 30th of each year. The returned forms will be used to complete a list of eligible institutions that is forwarded to the U.S. Department of Education. Allocations are determined based on collected counts.

Delinquent Institution Requirements

The LEA in which an eligible delinquent institution is located, and wants to use Title I.D funds to operate prevention and intervention programs for delinquent or other at-risk youth, must address the 13 components in the LEA's ePeGS planning tool:

1. how the program will be assisted with Title I funds
2. the formal agreements between the LEA and correctional facilities and alternative school programs serving youth involved with the juvenile justice system
3. as appropriate, how participating schools will coordinate with facilities working with delinquent youth to ensure such youth are participating in an education program comparable to one operated by the LEA
4. the services to be provided by participating schools for youth returning from correctional facilities and, as appropriate, for other at-risk students (although encouraged to do so, a LEA is not required to operate a program of support for returning youth if more than 30% of the youth attending the facility will reside outside the boundaries of the LEA upon leaving the facility)
5. the characteristics (including learning difficulties, substance abuse problems, and other special needs) of youth returning from correctional facilities and, as appropriate, other at-risk students, and how the school will coordinate existing educational programs to meet these students' unique educational needs
6. as appropriate, how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, and other at-risk students, including prenatal health care and nutrition services, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility
7. as appropriate, any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students
8. as feasible, how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent further involvement of their children in delinquent activities

9. how the program will be coordinated with other federal, state, and local programs, such as programs under Title I of Public Law 105-220 and vocational and technical education programs serving at-risk students
10. if applicable, how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs
11. as appropriate, how schools will work with probation officers to assist in meeting the needs of youth returning from correctional facilities
12. the efforts participating schools will make to ensure personnel in correctional facilities working with youth are aware of a student's existing individualized education program
13. as appropriate, the steps participating schools will take to find alternative placements for youth interested in continuing their education but unable to participate in a regular public school program

The amount generated by each institution can be found in ePeGS on the Current Funds Available page by clicking on the original allocation for Title I.D-LEA and accessing the Allocation Details.

Allowable Uses of Funds

Title I.D funds used for instruction must supplement the instructional hours students receive from state and local resources. The Title I.D allocation must be used only for prevention and intervention programs to serve youth who are delinquent or at risk of dropping out of school.

These funds may be used in any of the following ways:

- programs to transition children and youth returning to public schools from delinquent facilities to help them remain in school and complete their education
- dropout prevention programs for at-risk youth, including pregnant and parenting teens, children and youth who have come in contact with the juvenile justice system, children and youth at least one year behind their expected grade level, migrant and immigrant youth, students with limited English proficiency, and gang members
- coordination of health and social services, such as day care, alcohol and other drug counseling, and mental health services, if needed, to allow these students to complete their education
- special programs to meet the unique academic needs of participating children and youth, including vocational and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education
- programs providing mentoring and peer mediation.

Supportive and transitional programs operated with Title I.D funds must be designed primarily to meet the needs of youth in delinquent institutions and those returning to the local LEA. After these needs are addressed, the local LEA may use any remaining Title I.D funds to provide services for other students at risk of dropping out of school.

Accountability

The Department may reduce or terminate funding for these projects if a LEA does not show progress in reducing dropout rates for male students and for female students over a three-year period. Facilities for delinquent youth are required to demonstrate, after receiving assistance for three years, that there has been an increase in the number of youth returning to school, obtaining a secondary school diploma or its recognized equivalent, or obtaining employment after youth are released.

Evaluation

Annually, each State Agency and LEA must evaluate their prevention and intervention programs for youth who are delinquent or at risk of dropping out. Participation data must be disaggregated by gender, by race/ethnicity, and by age. The disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Evaluations should use multiple and appropriate measures of student progress. The results must be submitted to the Department and used to plan and improve subsequent programs for participants.

The evaluation should be used to determine the program's impact on the ability of participants to:

- maintain and improve educational achievement
- accrue credits for grade promotion and graduation
- make the transition to a regular school program or other education program operated by the LEA
- complete secondary school or its equivalent and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth
- participate in postsecondary education and job training programs, as appropriate

Section 6

Title II.A Teacher and Principal Training and Recruiting Fund

Specific Guidelines

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Legislative Purpose

The purpose of Title II.A is to increase the academic achievement of all students by helping schools and LEAs improve teacher and principal quality and ensure that all teachers are highly qualified.

Needs Assessment

In collaboration with the LEA's professional development committee, the LEA must conduct an annual assessment to determine needs for professional development and for hiring additional teachers who are highly qualified. The needs assessment must involve teachers, including Title I teachers, and address professional development in subject matter knowledge and teaching skills as well as instructional leadership skills for principals in order to give students the opportunity to meet the Show-Me Standards.

The results of this needs assessment must be reflected in the LEA's ePeGS Planning Tool.

High Quality Professional Development Criteria

High quality professional development meets all the following criteria, these activities;

- Improve and increase teachers' knowledge of academic subjects and enable teachers to become highly qualified;
- Are an integral part of broad schoolwide and LEA wide educational improvement plans;
- Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
- Improve classroom management skills;
- Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
- Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
- Are developed with extensive participation of teachers, principals, parents, and administrators.

Allowable Uses of Funds

Because in Title II.A, ESEA combined the purposes of the former Title II and Class-Size Reduction, II.A funds may be used for both high quality professional development and the hiring of supplemental highly qualified teachers, especially class-size reduction teachers. To support the use of Title II.A funds for class size reduction teachers, a LEA must provide documentation to show nonsupplant, such as the Supplement Not Supplant worksheet.

Allowable uses are as follows:

- Professional development for teachers and paraprofessionals in the core areas of English, reading or communication arts, science, math, fine arts, foreign language, civics, government, economics, arts, history, and geography.
- Professional development for teachers, principals, and paraprofessionals in effective instructional strategies, methods, and skills, including but not limited to the following topics: collaborative teaching, alternative learning styles, improving student behavior, early intervention strategies, parent involvement strategies, use of data to drive instruction, technology integration, and team-teaching strategies.
- Training in how to address the needs of students with disabilities, students with special learning needs (including gifted and talented), and students with limited English proficiency.
- Professional development for principals and superintendents in educational leadership skills.
- Initiatives to promote retention of highly qualified teachers and principals through mentoring by exemplary staff and support during their first three years of employment.

- Hiring highly qualified Reading, Math and Science coaches to provide professional development for teachers, principals, and paraprofessionals in effective instructional strategies, methods, and skills.
- Hiring highly qualified regular and special education teachers to reduce class size, especially in the early grades.
- Recruiting highly qualified teacher and principals (such as participation in job fairs or development of promotional materials).
- Recruiting minorities, individuals with disabilities and others from under represented groups.

Nonpublic

For all federal programs, equitable services shall be consistent with the number of eligible children. This means that the district must allocate the same amount per pupil for all students, both public and nonpublic. The share of the LEA's Title II.A funds that is used for professional development and subject to a determination of equitable expenditures shall not be less than the aggregate amount of funds that were used for professional development for fiscal year 2001-2002 under Title II Eisenhower Professional Development and Class Size Reduction.

In order to determine your district's nonpublic schools' allotments:

Step 1. Obtain the current year enrollment numbers by checking the NCLB Consolidated Application in ePeGS. Click on Title II.A Original Allocation.

Step 2. Determine the total amount of Title II.A funds to be used for professional development in the current school year by the LEA. To calculate the per pupil amount, divide the total amount on line 2200 of the Title II.A budget by the total public school enrollment.

Step 3. Find the minimum amount (Hold-Harmless) per nonpublic child in the NCLB consolidated application in ePeGS by clicking on Title II.A Original Allocation.

Step 4. Allocate the nonpublic school professional development funds for the current school year using the higher of the two per-pupil rates calculated in steps 2 and 3. Multiply the higher per pupil rate by the total participating nonpublic enrollment.

Step 5. Keep documentation of these calculations with the nonpublic school planning document. This calculation will be requested during a district's federal programs monitoring.

Step 6. Notify participating nonpublic schools of their Title II.A professional development allocation. Educational services or other benefits shall be secular, neutral, and nonideological in nature.

Section 7

Title II.D: Enhancing Education Through Technology

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Legislative Purpose

The purpose of Title II.D is to improve student academic achievement through the use of technology in elementary and secondary schools while assisting every student in becoming technologically literate by the end of eighth grade. It must also provide research-based professional development resulting in effective integration of technology resources with classroom instruction.

Funding

The purposes of Title II.D may be supported through the REAP-flex option.

State-Approved Educational Technology Plans

To be eligible for funding, LEAs must have a long-range strategic educational technology plan through the ePeGS Planning Tool. Title II.D funds must be used to support the goals of the LEA's technology plan.

Allowable Uses of Funds

The following uses are allowable with Title II.D funds:

- Professional development in effectively integrating technology in classroom instruction
- Purchase of technology to enable teachers to increase student academic achievement, including technology literacy and utilization of distance learning strategies not otherwise available
- Development of public-private partnerships designed to increase access to technology for students and teachers, with special emphasis on the access of technology for high-need schools
- Developing or acquiring technology or effective curricula that include integrated technology designed to help students meet State academic achievement standards
- Using technology to connect schools and teachers with parents and students to promote meaningful parental involvement; to foster increased communication about curricula, assignments, and assessments; and to assist parents to understand the technology used in their child's education so that parents are able to reinforce at home the instruction received at school
- Preparing and paying teachers in elementary and secondary schools as technology leaders who can serve as experts and train other teachers in the effective use of technology
- Acquiring connectivity linkages, resources, and services for use by school staff to improve student academic achievement
- Using technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts
- Evaluating the effectiveness of education technology programs funded under Title II.D, especially the integration of technology in the curriculum and instruction, increasing the ability of teachers to teach, and enabling students to meet State academic achievement standards
- Developing, enhancing, or implementing information technology courses

Section 8

Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students

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Legislative Purpose

Title III ensures that English Language Learners (ELL), including immigrant children and youth, attain English proficiency, develop high levels of academic achievement in English, and meet the Show-Me standards by achieving high levels in the core academic subjects, in educational settings taught in English. Parent and community involvement must also be promoted.

English learners succeed better in programs that specifically address their needs. Federal Legislation requires that school districts provide appropriate services. Based on the Civil Rights Act of 1964 and federal court decisions, the Federal Office for Civil Rights (OCR) has outlined components of a successful program for students learning English. Programs are to be:

- based on a sound education theory - school districts must meet the educational needs of English Learners with an effective, research-based instructional program;
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised.

OCR does not require or advocate a particular program of instruction for ELLs and nothing in federal law requires one form of instruction over another as long as it meets OCR outlined components. Therefore, districts have the flexibility to develop programs that appropriately meet the needs of their students.

Definition of LEP

The term limited English proficient', when used with respect to an individual, means an individual —

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual:
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Definition of Immigrant

Designation for students who are aged 3 through 21, were not born in any State; and have not been attending one or more schools in any one or State for more than 3 full academic years.

Reporting LEP and Immigrant Students

LEAs are required to report LEP students in the October, December, April, and June MOSIS Student Core files. The October Student Core File is used in the Title III allocation formula. For allocation

purposes, the number of students in grades PK-12 enrolled on the last Wednesday in September whose English language proficiency was below that of grade and age level peers and only those students that are coded as RCV and NRC are included. The NRC code should only be used for students whose parents have opted them out of the program. This number does not include those LEP students that have exited the LEP category, even those in year 1 monitoring status and year 2 monitoring status. Students who are not LEP should be coded as NLP (this would include students who are language minority). LEAs are required to keep a list of those students reported in the October Cycle for monitoring purposes.

LEAs are required to report immigrant students in the October MOSIS Student Core file. For allocation purposes, all students who are coded as "Y" in the immigrant field in MOSIS are included in the immigrant count. LEAs are required to keep a list of those students reported in the October Cycle for monitoring purposes.

Enrollment

Any school aged child residing within the boundaries of a LEA is eligible to attend the appropriate local school. A LEA may require only two kinds of information for enrollment:

- proof of residency in the LEA (not in the U.S.), including legal guardianship for students under the age of 18
- proof of required vaccinations

Schools should not explicitly or implicitly ask for any information related to U.S. residency, including Social Security numbers, passports, visas, or "green cards."

Title III Plans

All LEAs receiving Title III funds must submit a Title III plan through the ePeGS planning tool. This plan must address the required components listed on the Title III plan checklist and be submitted before your application is approved and before funds are expended.

Allowable Uses of Title III LEP Funds

LEAs must use their Title III funds for professional development and/or language instruction educational programs based on scientific research.

Allowable uses include:

- Professional development for classroom teachers, ESL staff, and administrators on effective instruction for ELLs
- Professional materials related to effective instruction for ELLs beyond LEA-provided funds
- Registration and expenses to ESL-specific conferences (TESOL, MELL, NABE, etc.)
- Peer coaching to develop teacher expertise in providing effective instruction to ELLs
- Stipends for teachers to obtain ESL endorsement
- Parent notification letters of AMAO determinations
- Implementation of English Language Proficiency (ELP) Standards
- Additional enhancements to ESL services beyond the core program including supplemental staff
- Summer learning opportunities
- Instructional materials to support additional ESL services:
 - Native language reading and resource materials
 - Leveled readers and trade books in addition to core textbook
 - English language development software
- Transportation to before-school, after-school or Saturday ESL-specific tutoring programs
- Stipend for teacher for before-school, after-school or Saturday ESL-specific tutoring programs
- Salaries for certain paraprofessionals that provide services beyond Lau requirements

- English language classes for parents
- Parental involvement programs
- Interpreters for family nights that are above and beyond general school functions, such as parent-teacher conferences
- Electronic devices, such as electronic translators and audio equipment
- Capital outlay (instructional resources and parent education)

Allowable Uses of Title III Immigrant Funds

Title III Immigrant funds should be used for enhanced instructional opportunities for immigrant children and youth which may include: family literacy and parent outreach; provision of tutorials, mentoring and academic or career counseling; identification and acquisition of curricular materials; and other

instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools in the United States.

Supplement Not Supplant

All LEAs must systematically identify and assess the educational needs of students whose native or home language is different than English. LEAs must provide appropriate programs to address these learners' unique needs. These services should be documented to show LEA compliance.

For LEAs that receive Title III funds, the Office of Elementary and Secondary Education and the Office of English Language Acquisition have issued guidance to provide information on several funding issues, including "supplement not supplant" requirements under Title III of the ESEA. The guidance is on the Federal Programs webpage under Discretionary Grants, English Language Learners (ELL), Supplement Not Supplant Provision of Title III of the ESEA

<http://dese.mo.gov/divimprove/fedprog/discretionarygrants/bilingual-esol/>

In addition to the guidance, you are encouraged to view the webinar from December 11, 2008 found on the following website: <http://dese.mo.gov/divimprove/fedprog/discretionarygrants/bilingual-esol/> under Supplement Not Supplant Title III Power Point from Dec. 11, 2008 Webinar.

Title III funds must be used to supplement the level of Federal, State, and local funds that, in the absence of Title III funds, would have been expended for programs for LEP children and immigrant children and youth. In general, services provided with Title III funds must be in addition to, and not replace or supplant, the services students would otherwise receive.

Questions to ask when considering whether Title III funds can be used without violating the supplement not supplant requirement are:

- What is the instructional program/service provided to all students?
- What does the LEA do to meet Lau requirements?
- What services is the LEA required by other Federal, State, and local laws or regulations to provide?
- Was the programs/service previously provided with State, local, and Federal funds?

The Department assumes supplanting exists if Title III funds are used to provide services the LEA is required to make available under State or local laws, or other Federal laws or if those services were provided in the prior year with State, local, or other Federal funds. Presumption of supplant is rebuttable if the LEA can demonstrate (written documentation such as budget information, planning documents, class-size data from previous years and upcoming year, board minutes, or other materials) that it would not have provided the services in question with non-federal funds had the federal funds not been available.

In planning for next year, make sure the use of Title III funds is consistent with this guidance.

- LEAs are required to provide core language instruction educational programs and services for limited English proficient (LEP) students. Therefore, the use of Title III funds for salaries of teachers who provide core services for LEP students would violate the supplement not supplant provision in section 3115(g) of the Act. Services include translators for required communication.
- The cost of administering State assessments may not be paid with Title III funds. These unallowable costs include pay for substitute teachers during test administration, scoring or reporting of assessment results, training, and materials or equipment.
- LEAs are responsible for identifying LEP students who may need language education services, regardless of their receipt of Federal funds. The development and administration of screening or placement assessments may not be paid for out of Title III or Title I Federal funds.

Policy

LEAs must have a written policy to ensure ELLs access to an equitable education. Procedures must be in place to ensure student identification, needs assessment, and provision of appropriate services. Engaging in these activities may cause the LEA to revamp its entire program for ELLs.

The LEA must also ensure that every ELL student is assessed for English language proficiency each year. Missouri's English language proficiency assessment is the LAS Links. English Language Learners should be given the LAS Links every year that they are considered to be LEP.

Identification

A uniform initial identification procedure must be used with all students enrolling in a Missouri public school district.

Missouri defines "English Language Learner" (ELL) as (1) any student identified by the Home Language Survey and who has not attained a Composite Score Level 5 on the ACCESS for ELLs® annual assessment, or (2) any newly-enrolled student who has been administered the ACCESS for ELLS® by another Missouri public school district and who has *not* attained a Composite Level 5 score.

The procedure to identify English Learners is based on the following steps:

Step 1. Home Language Survey

Each LEA must have, as part of its enrollment packet, a Home Language Survey.

A Home Language Survey is to be given to all newly enrolled students (PreK-12) and used to identify students who may not be proficient in English. The Home Language Survey is designed to identify, for possible further evaluation:

- Students who communicate in a language other than English; or
- Students whose families use a primary language other than English in the home; or
- Students who use a language other than English in daily non-school surroundings.

It is strongly recommended that the process for identifying and screening EL students be completed within a timely fashion following the opening of school or enrollment of a new student. Such a time frame should be within 30 days.

A sample Home Language Survey is online at <http://dese.mo.gov/qs/me/EnrollmentForm.pdf>

Note: Having another language spoken in the home or routinely used in other settings is *not* an automatic identification of a student as ELL. The administration of the WIDA-ACCESS Placement Test (W-APT™) is the next step to determine the students who should be referred for placement in a language instruction educational program.

If the HLS indicates a language other than English and that there is a possible language barrier, then the student must be formally screened using the W-APT.

Students are to be coded properly in MOSIS, the State's student data management system. The completed Home Language Survey should be kept for every student in the student's cum folder.

Step 2. Initial English Language Proficiency Screening

Students who are newly enrolled in the school district and are potential ELs must be formally screened to help determine whether or not the student is in need of a language instruction educational program.

Missouri is a member of the World-Class Instructional Design and Assessment (WIDA) Consortium (www.wida.us). The Missouri Department of Elementary and Secondary Education has adopted the W-APT screening tool to help determine eligibility for placement in an English language development program. The screening tests assess English language proficiency in all four domains of language development – listening, speaking, reading, and writing – as well as comprehension, and evaluate Social and Instructional English as well as academic language corresponding to the subject areas of Language Arts, Mathematics, Science, and Social Studies. The screening test score is used to determine the student's initial English language proficiency (ELP) level, and to assist in determining the initial tier placement for the ACCESS for ELLs®.

Additionally, other screenings, observations and consultations should be used to inform development of the student's program of services.

If the student's *Grade Adjusted Composite Proficiency Level* on the screening test is less than Level 5, then the student is identified as an EL. The student must be offered an English language instruction educational program (also known as Bilingual or English as a Second Language/ESL programs).

If the student scores a Composite Score of Level 6.0 on the screening test, then the student is considered English proficient and no further ELP services are required. Students are to be coded in MOSIS as NLP.

In sum, the WIDA screening test serves to identify ELs, and assists in placement into an appropriate language instruction educational program that meets the needs of the student. In addition, screening test scores provide an initial tier/level placement on the annual ELP assessment, ACCESS for ELLs®. Finally, the ELP level determined on the screening test identifies students as ELs in student enrollment systems. Note: Screening results are to be placed into the student's permanent folder.

Annual Assessment

Each Missouri public school district must annually assess the English proficiency of all K-12 LEP students. The ACCESS for ELLs® is the English language proficiency assessment that the Missouri Department of Elementary and Secondary Education has selected to meet the requirement of ESEA to annually assess Missouri's students who are eligible for ELL services. ACCESS for ELLs® assesses proficiency in speaking, listening, reading, writing, and comprehension. It must be given to all LEP students.

NCLB does not require testing of former ELL students in the monitoring status. All LEP students who are coded as receiving (RCV) and not receiving (NRC) services in MOSIS and who are enrolled (or dually enrolled) in a Missouri public school district or charter school are administered the assessment. Students who have exited the ELL program (no longer require services) and are within the 2-year monitoring period are not administered this assessment.

Parental Requirements

LEAs using Title III funds must implement an effective means of outreach to parents of ELLs. Parents must be informed about how they can be active participants in assisting their children to learn English, achieve at high levels in core academic subjects, and meet the Show-Me standards.

LEAs must inform parents of a child identified for participation in a language instruction educational program supported by Title III not later than 30 days after the beginning of the school year. For a child who enters school after the beginning of the school year, the LEA must inform parents within two weeks of the child's placement in such a program.

LEAs using Title III funds must inform parents of

- (1) the reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students;
- (2) the child's level of English proficiency in reading, writing, speaking, and listening, including how the level was assessed and the status of the child's academic achievement;
- (3) The method of instruction that will be used in the program, including a description of other alternative programs;
- (4) How the program will meet the educational strengths and needs of the child;
- (5) How the program will help the child learn English and meet academic achievement standards;
- (6) The expected rate of transition from an ESOL program and the expected rate of graduation from secondary school;
- (7) How the program will meet the objectives of an individualized education program for a child with a disability; and
- (8) Their rights, including written guidance that:
 - a. Specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request,
 - b. Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available, and
 - c. Assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Parental Notification

LEAs are required to provide notice to the parents of ELLs participating in a Title III language instruction educational program of any failure of the program to make progress on the annual measurable achievement objectives described in section 3122 of Title III of the ESEA Act. This notice is to be provided no later than 30 days after this failure occurs.

The required notices described must be provided in an understandable and uniform format and, to the extent practical, in a language that the parent can understand.

Parents Rights

Parents have the right to choose whether or not their child receives Title III Supplemental ESL services. It is important to advise parents that if they choose to "opt out" of Title III services that in accordance with the federal legislation (ESEA), students are still required to participate in the ACCESS for ELLs assessment until the state definition of Proficient is achieved. Parents may be contacted regarding the student's performance or lack of performance, and the student may be assessed at a later date to determine progress in English language acquisition.

If parents wish to refuse regular ESL services, LEAs can require the parents to attend a conference with the ESL teacher and an administrator where recent assessment results, student work, academic strengths and needs will be shared and discussed. LEAs can require the parents to sign a waiver from

the type of ESL program the LEA is offering. Parents, however, do not have the right to exempt their child from needed support. Therefore, regular classroom teachers with help from an ESL teacher will utilize ESL strategies and resources in the mainstream classroom. Students will be monitored on their progress.

Instructional Guidelines

LEAs are required to have a full-time certified teacher with ESOL endorsement if there are more than 20 ELL students enrolled in the LEA. Paraprofessionals may be employed to assist the ESOL teacher. LEAs with fewer than 20 ELLs (and no ESOL-endorsed teacher) may employ paraprofessionals to assist in the provision of services, but they must work under the direct supervision of qualified classroom teachers.

Teacher English Fluency

Teachers in any Title III language instructional program must be fluent in English and any other language used for instruction and must have good written and oral communication skills.

Title III Paraprofessionals

Qualifications of Title III Paraprofessionals

All paraprofessionals must have a minimum of 60 semester hours of college credit with a certified transcript on file; however, LEAs may hire someone without the 60 hours who has taken and passed the ParaPro Assessment.

LEAs shall ensure that all existing paraprofessionals paid out of Title III funds hired before January 8, 2002, will meet the requirements in the preceding paragraph by January 2006. The requirement may be met through college credit or by taking and passing the ParaPro Assessment.

Information regarding the ParaPro Assessment may be found on the following website:

http://www.dese.mo.gov/divteachqual/teached/assessment_index.html.

Exceptions to paraprofessional requirements:

- one who is proficient in English and another language and who only provide services to participating children as a translator
- one whose duties consist solely of conducting parental involvement activities
- one who is a personal assistant to a child with a disability

Duties of Title III Paraprofessionals

Paraprofessionals paid with Title III funds must follow these guidelines:

- work under the direct supervision of a teacher when providing any instructional services
- may provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when the student would not otherwise receive instruction from a teacher
- may assume limited duties that are assigned to similar personnel, including duties beyond classroom instruction, so long as the amount of time spent on such duties is the same proportion of total work time to similar personnel in the same school
- may conduct parental involvement activities
- may serve as a translator
- shall be included in professional development activities
- shall work with no more than 5 students at a time

Accountability

LEAs and buildings are accountable for increases in English proficiency and core academic content knowledge of ELL based on the LAS Links and adequate yearly progress based on the MAP.

Types of Language Instruction Educational Programs

Schools LEAs are responsible for providing a language instruction educational program that increases the English proficiency and academic achievement of ELLs. This is true whether or not the LEAs receive funds from the state or federal level. The expectations are to hold ELL students to the same academic content and academic achievement standards established for all children.

English for Speakers of Other Languages (ESOL)

For the majority of educational contexts that include ELL students, an ESOL approach is the only practical one because there are so many other languages represented by students that having a bilingual teacher for each language is impractical.

Programs that Focus On Developing Students' Literacy in Two Languages

- *Two-way immersion program or Two-way bilingual program*
 - The goal is to develop strong skills and proficiency in both home language (L1) and English (L2)—for this reason, may also be called **dual language program**.
 - Includes students from L2 background and students with L1 background.
 - Instruction is in both languages, typically starting with a smaller proportion of instruction in L2, and gradually moving to half of the instruction in each language.
 - Students typically stay in the program throughout elementary school.
- *Developmental bilingual program, Late exit transitional program, or Maintenance bilingual education program*
 - The goal is to develop some skills and proficiency in L1 and strong skills and proficiency in L2 (English). Content taught in both languages, with teachers fluent in both languages. These programs may also be called dual language programs.
 - Instruction at lower grades is in L1, gradually transitioning to English; students typically transition into mainstream classrooms with their English-speaking peers.
 - The variations among programs focus on different degrees of literacy in L1, but students generally do continue to receive some degree of support in L1 after the transition to L2 classrooms.
- *Transitional program, Early exit bilingual program, or Early exit transitional program*
 - The goal is to develop English proficiency skills as soon as possible, without delaying learning of academic core content.
 - Instruction begins in L1, but rapidly moves to English (L2).
 - Students typically are transitioned into mainstream classrooms with their Englishspeaking peers as soon as possible.
- *Heritage language program or Indigenous language program*
 - The goal is literacy in two languages.
 - Content taught in both languages, by teachers fluent in both languages.
 - Typically targets non-English speakers with weak literacy skills in L1.
 - Known by the name Indigenous Language Program particularly in American Indian educational communities, the program supports endangered languages and serves students with weak or no receptive and productive skills in the language.
- *Foreign Language Program, Foreign Language Immersion (Full or Partial)*
 - Targeted at students with little to no background in the language.
 - In foreign language programs, the language is the only content area taught.
 - In foreign language immersion programs, other content areas may be taught in the target language
 - The goal is to develop proficiency in a second language.

Programs that focus on developing students' literacy solely in English –

- *Sheltered English instruction or Content-based English as a second language (ESL) program*
 - The goal is proficiency in English while learning content in an all-English setting.
 - Students from various linguistic and cultural backgrounds can be in the same class.
 - Instruction is adapted to students' proficiency in English, and is supported by visual aids and L1 support as available.
 - Fully developed prototypes of this program include Sheltered Instruction Observational Protocol (SIOP), and Specially Designed Academic Instruction in English (SDAIE)
- *Structured English immersion (SEI)*
 - The goal is fluency in English, usually serving only English language learners in the classroom.
 - All instruction is in English, adjusted to the proficiency level of students so subject matter is comprehensible.
 - Teachers should have some receptive skills in the students' home language(s) and generally use sheltered instructional techniques.
- *Pull-out English as a Second Language (ESL) or English language development (ELD)*
 - The goal is to develop fluency in English.
 - ELL students leave mainstream classroom part of the day to receive ESL instruction, often focused on grammar, vocabulary, and communication skills, not academic content.
 - There typically is no support for students' home languages.
- *Push-in ESL program*
 - The goal is fluency in English.
 - Students are served in a mainstream classroom, receiving instruction in English with some native language support if needed
 - The ESL teacher or an instructional aide provides clarification, translation if needed, and uses ESL strategies.

Other programs

- *Team-Teaching*
 - In schools where the classroom and instructional approach permit, team-teaching may be a useful way to “mainstream” ELL students and avoid frequent pull-out sessions. This technique may work especially well at the secondary level when the ESOL teacher can also teach the subject matter. Team-teaching incorporates collaboration, joint planning and cross-curricular themes into instructional programs.
- *“Sheltered” classrooms*
 - This term refers to a room where only ELL students are taught. Students are taught the same curriculum as their peers, but in a context where the teacher can employ techniques designed to help make the content understandable to them. These techniques include language simplification and additional contextual clues.
- *Resource classrooms*
 - For various reasons (number of staff, physical facilities, etc.), some LEAs have found that strategically placing an ESOL Resource Classroom in a school facilitates student progress. These rooms are probably most effective at middle and high school grades, where students take separate content classes. They can also serve as an actual ESOL classroom for part of the day. At other times, students may drop in to discuss readings, complete tests, and work on projects, or do individualized units of coursework. Students may continue to use a resource classroom after they have transitioned from an ESOL program.
- *Newcomer Centers*
 - Larger LEAs and those with a steady influx of students new to both school and the U.S.

have had success with newcomer centers. Depending on need and the LEA's resources, a center may serve as a kind of "chamber of commerce" for the school and community. Centers provide a safe and supportive context for students before they move into a regular school. Some LEAs bring all new students to a single site for assessment and initial English instruction, and may keep them there from six months to a year. Additional classes may be offered that help students adjust culturally, socially and academically.

"ESOL" Credits

There are no restrictions on how many ESOL classes a school may accept for credit towards graduation. Students completing "sheltered ESOL" content classes should receive content credit. ESOL classes should qualify for communication arts credit. Mainstream courses may reflect LEP modifications, (for example, ESOL American History or ESOL Chemistry).

Program Transition

LEA planning should include clear criteria for student placement (e.g., "beginning," "intermediate," "advanced"), and for transitioning and follow-up. Students should *not* be transitioned until they score at least a composite score of 5 on the ACCESS for ELLs and until they can perform at grade level without modifications and, as a group, show similar dropout and retention rates. Entry and transition decisions should be based on multiple measures. Schools are required to monitor progress on a quarterly basis for two years after a child is no longer receiving direct ESOL services.

Monitoring

When a student is exited from the ESL program, the teachers in the student's new setting, with coordinated support of the ESL teacher, should assess the student's academic performance with a view to observing English mastery (reading, writing, speaking, and listening) for a minimum of two (2) years. Administrators should follow up on the placement's impact within the first grading period of the transfer and continue periodic monitoring for two years after exit from the EL program.

While monitoring a former English Learner, if at any time during the monitoring period there are indications that limited English language proficiency is affecting the student's academic performance and meaningful participation in the educational program, the student may be reassessed and reentered into the ESL program. The student should then be recoded as LEP in MOSIS, provided ESL services, and again administered the ACCESS for ELLs® annually until exited.

Program Evaluation

Once an instructional approach has been chosen and implemented, there must be a means in place to determine its effectiveness. Programs that do not prove successful after a biennial review must be modified and improved.

Since Missouri has adopted state standards for student achievement (the Show-Me Standards) and language proficiency (Missouri Language Proficiency Standards), program evaluation should be based at least in part on how well ELLs are progressing towards statewide expectations for all students. Other program components to be evaluated may include but are not limited to the effective use of technology, teacher instruction, materials, and coordination with the grade level or subject matter curriculum.

Student Placement

LEA planning should include clear criteria for student placement (e.g., "beginning," "intermediate," "advanced"), and for transitioning and follow-up. Students should not be transitioned until they can,

among other things, keep up with non-ELL peers in the regular program, participate in the school curriculum without the use of modified or simplified English materials, and as a group show similar dropout and retention rates. Part of entry and transition decisions should be based on “objective measures.” Schools are required to monitor the student’s progress in the core academic areas for two-years after they have met the LEA criteria to exit ELL services.

There are many LEAs that enroll small numbers of students (fewer than 20) from year to year. Some years there may be no new or continuing students at all. In these cases, the cost of maintaining a standardized instrument may not be justified. However, these LEAs are under the same obligations regarding the assessment of ELLs as any other LEA. For such LEAs, there are other options. One is to have a neighboring LEA, or local “tester,” administer a standardized test that it already uses.

Missouri Assessment Program (MAP)

All Missouri students must take the MAP. However, there are some special provisions for ELL students:

- ELL students may be counted in their subgroup for two years after they no longer receive ESL services.
- ELL students who have been in this country less than one year may have translators when taking the MAP math test but not for communication arts.
- ELL students who have been in this country less than one year may take the MAP communication arts test, but they are NOT required to do so. ELL students are still required to take the LAS Links, the state’s English-proficiency assessment.
- ELL students who have been in this country less than one year will not be included in any AYP calculations.

Certain accommodations may be made in administering the MAP. These accommodations may be found in the Examiner’s Manual and the Test Coordinator’s Manual, available from the DESE Assessment Section. They include Administration Accommodations (Admin), Timing Accommodations (Time), Response Accommodations (Resp) and Setting Accommodations (Set). In any case, questions about specific ELL students and the MAP may be directed to the DESE Assessment section: 573-751-3545.

Nonpublic Participation

Nonpublic schools are eligible to receive Title III services. Consultations with nonpublic school officials must occur during the design and development stages of the education programs, as well as throughout the period of implementation.

MELL Support Services

MELL is a network of resource people available to assist LEAs in organizing and implementing programs for migrant children and English Language Learners. MELL Instructional specialists assist in the development of appropriate instructional programs for migrant children and English language learners. The MELL director’s office is in Jefferson City and recruiters and instructional specialists are available through Regional Professional Development Centers. Visit <http://dese.mo.gov/qs/me/>

Section 9
Title IV.A Safe and Drug-Free Schools and Communities

Specific Guidelines

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Legislative Purpose

The purpose of the Safe and Drug-Free Schools and Communities Act is to support programs that prevent violence in and around schools and the illegal use of alcohol, tobacco, and other drugs; to involve parents and communities in the selection of activities and evaluation of their effectiveness; and to coordinate activities with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Funding

The purposes of Title IV.A may be supported through the REAP-flex option.

Student Survey

LEAs are encouraged to conduct a student survey every two years to determine the incidence and prevalence, age of onset, and other data of drug use and violence in the schools and communities being served. The Department will send out information about the Safe and Drug-Free Schools and Communities student survey which is conducted online, including the time period and grade levels to be surveyed.

Allowable Uses of Funds

Allowable Uses of Funds:

- A. Age appropriate and developmentally based activities that address the consequences of violence and the illegal use of drugs, as appropriate; promote a sense of individual responsibility; teach students that most people do not illegally use drugs; teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use; teach students about the dangers of emerging drugs; engage students in the learning process; and incorporate activities in secondary schools that reinforce prevention activities implemented in elementary schools.
- B. Activities that involve families, community sectors, and a variety of drug and violence prevention providers in setting clear expectations against violence and illegal use of drugs and appropriate consequences for such behavior.
- C. Dissemination of drug and violence prevention information to schools and the community.
- D. Professional development and training for, and involvement of, school personnel, pupil services personnel, parents, and interested community members in prevention, education, early identification and intervention, mentoring, or rehabilitation referral, as related to drug and violence prevention.
- E. Drug and violence prevention activities that may include the following:
 1. Community-wide planning and organizing activities to reduce violence and illegal drug use, which may include gang activity prevention.
 2. Acquiring and installing metal detectors, electronic locks, surveillance cameras, or other related equipment and technologies.
 3. Reporting criminal offenses committed on school property.
 4. Developing and implementing comprehensive school security plans or obtaining technical assistance concerning such plans, which may include obtaining a security assessment or assistance from the School Security and Technology Resource Center at the Sandia National Laboratory located in Albuquerque, New Mexico.
 5. Supporting safe zones of passage activities that ensure that students travel safely to and from school, which may include bicycle and pedestrian safety programs.
 6. The hiring and mandatory training based on scientific research, of school security personnel (including school resource officers) who interact with students in support of youth drug and violence prevention activities that are implemented in the school.
 7. Expanded and improved school-based mental health services related to illegal drug use and violence, including early identification of violence and illegal drug use, assessment,

- and direct or group counseling services provided to students, parents, families, and school personnel by qualified school-based mental health service providers.
8. Conflict resolution programs, including peer mediation programs that educate and train peer mediators and a designated faculty supervisor, and youth anti-crime and anti-drug councils and activities.
 9. Alternative education programs or services for violent or drug abusing students that reduce the need for suspension or expulsion or that serve students who have been suspended or expelled from the regular educational settings, including programs or services to assist students to make continued progress toward meeting the State academic achievement standards and to reenter the regular education setting.
 10. Counseling, mentoring, referral services, and other student assistance practices and programs, including assistance provided by qualified school-based mental health services providers and the training of teachers by school-based mental health services providers in appropriate identification and intervention techniques for students at risk of violent behavior and illegal use of drugs.
 11. Programs that encourage students to seek advice from, and to confide in, a trusted adult regarding concerns about violence and illegal drug use.
 12. Drug and violence prevention activities designed to prevent truancy.
 13. Age-appropriate, developmentally-based violence prevention and education programs that address victimization associated with prejudice and intolerance, and that include activities designed to help students develop a sense of individual responsibility and respect for the rights of others, and to resolve conflicts without violence.
 14. Consistent with the fourth amendment to the Constitution of the United States, the testing of a student for illegal drug use or the inspecting of a student's locker for weapons or illegal drugs or drug paraphernalia, including at the request of or with the consent of a parent or legal guardian of the student.
 15. Emergency intervention services following traumatic crisis events, such as a shooting, major accident, or a drug-related incident, that have disrupted the learning environment.
 16. Establishing or implementing a system for transferring suspension and expulsion records, consistent with the General Education Provisions Act, by a LEA to any public or nonpublic elementary or secondary school.
 17. Developing and implementing character education programs, as a component of drug and violence prevention programs, that take into account the views of students and the parents of the students for whom the program is intended.
 18. Establishing and maintaining a school safety hotline.
 19. Community service, including community service performed by expelled students, and service-learning projects.
 20. Conducting a nationwide background check of each LEA employee, regardless of when hired, and prospective employees for the purpose of determining whether they have been convicted of a crime that bears upon their fitness to be responsible for the safety or well being of children, to serve in the particular capacity in which they are or will be employed.
 21. Responding to the needs of students who are faced with domestic violence or child abuse.
 22. Programs to train school personnel to identify warning signs of youth suicide and to create an action plan to help youth at risk of suicide.
- F. The evaluation of any authorized activities and the collection of objective data used to assess program needs, program implementation, or program success in achieving program goals and objectives.

Prohibited Activities

Construction, medical services, and drug treatment and rehabilitation are prohibited activities. Pupil services, or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs, are allowed. No give away items or incentives are allowed with Title IV.A funds.

Message and Materials

Drug and violence prevention programs must convey a clear and consistent message that the illegal use of drugs and acts of violence are wrong and harmful.

Parental Consent

LEAs must make a reasonable effort to inform parents/guardians of students of the contents of programs or activities funded through Title IV.A. LEAs must withdraw a student from any program or activity supported with Title IV.A funds upon written request from the parents or legal guardians of students.

Reporting

Each LEA receiving Title IV.A funds shall submit to the Department such information that is required to complete the state report, including a description of how parents were informed of, and participated in, violence and drug prevention efforts. Such information shall be made readily available to the public.

Persistently Dangerous Schools

Under NCLB, the challenge for accountability is to ensure that students feel and are safe in school. The criteria for being determined a persistently dangerous school includes the following:

- A. In each of three consecutive years:
 - 1. The school has a federal and/or state gun-free schools violation; or
 - 2. A violent criminal offense is committed on school property which includes but is not limited to school buses or school activities; and
- B. In any two years within the three-year period listed above, the school experienced expulsions by local board action, for drug, alcohol, weapons or violence that exceed one of the following rates:
 - 1. More than five expulsions per year for a school of less than 250 students;
 - 2. More than ten expulsions per year for a school of 250 students but less than 1,000 students;
 - 3. More than fifteen expulsions per year for a school of 1,000 or more.

Parents of students enrolled in a persistently dangerous school or students who are victims of violent criminal offense while on school property have the option to transfer their student to a school that is not designated persistently dangerous. (Violent criminal offenses are the same offenses that LEAs report to local law officials as identified in Missouri Safe Schools legislation. ~ 160.261, RSMo does not include third degree assault.)

Any building that meets one of the criteria in any year may receive technical assistance for preparing and implementing a plan to prevent the building from meeting the criteria a second year.

Section 10
Title V.A Innovative Programs

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Legislative Purpose

The purposes of this program are the following:

- To support local education reform efforts consistent with and supportive of statewide education reform efforts
- To provide funding to implement promising educational reform programs and school improvement programs based on scientifically based research
- To meet the educational needs of all students, including at-risk youth
- To develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction.
- To provide a continuing source of innovation and educational improvement, including support for library services and instructional media materials

Allowable Uses of Funds

Title V innovative assistance programs must be tied to promoting challenging academic achievement standards, be used to improve student academic achievement, and be part of an overall education reform strategy. The following supplementary, innovative activities are allowable:

- Programs and activities that expand learning opportunities through best practice models designed to improve classroom learning and teaching
- Implementation of research-based academic programs
- Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II that give teachers, principals, and administrators the knowledge and skills to help students meet challenging State and local academic content and achievement standards
- Technology activities related to implementation of school-based reform efforts, including professional development to assist school personnel (including library media personnel) in using technology effectively in the classrooms and school library media centers
- Development or acquisition and use of instructional and educational materials (including media center materials and services); academic assessments; reference materials; computer software and hardware for instructional use; and other curricular materials used to improve student academic achievement
- Promising education reform projects (related to specific goals in LEA's Comprehensive School Improvement Plan)
- Programs to improve academic achievement of educationally disadvantaged students, including dropout prevention activities
- Programs to improve literacy skills of adults, including family literacy and adult education programs, especially for parents of students served in the local educational agency
- Programs for the educational needs of gifted and talented students
- Support for academic assessment and improvement in Title I schools identified for School Improvement
- Community service programs led by qualified school personnel
- Promote consumer, economic and personal finance education
- Support public school choice
- Hiring and supporting school nurses
- School-based mental health services
- Alternative educational programs for expelled or suspended students, including assistance for them to reenter the regular educational setting
- Preschool programs
- Joint school-community academic intervention programs, as well as counseling programs conducted during the school day, for those most at risk of not meeting challenging State academic standards or of dropping out of school

- CPR training in schools
- Establishment of smaller learning communities
- Strengthening the involvement of parents and communities
- Service learning activities
- School safety programs
- Supplemental educational services for eligible students in schools and/or LEAs identified for school improvement

Section 11

Title VI.B Rural Education Initiative

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Legislative Purpose

The purpose of Title VI.B is to address the unique needs of rural LEAs that frequently lack the personnel and resources needed to compete effectively for federal competitive grants and that receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

Eligibility

Subpart I - Small, Rural School Achievement Program (SRSA)

The SRSA program including the application process and payment process are handled directly through the U.S. Office of Education. The monitoring process is handled through the SEA.

A LEA is eligible for SRSA funds if their average daily attendance is fewer than 600 and all schools served by the LEA are designated with a School Locale Code of 7 or 8 as determined by the U.S. Office of Education.

Subpart II - Rural and Low-income School Program (RLIS)

A LEA is eligible for the RLIS Program if it is not eligible for SRSA funding and if 20% or more of its school-age population are from families with incomes below the census poverty line, and all of the schools served by the LEA are designated with a School Locale Code of 6, 7 or 8 as determined by the U.S. Office of Education. Due to these specific criteria, the LEA's eligibility may change from year to year. The RLIS Program is part of the consolidated application.

Allowable Uses of Funds

Subpart I - Small, Rural Achievement Programs (SRSA)

LEAs may use SRSA funding to carry out activities authorized under any of the following programs: Title I.A, Title II.A, Title II.D, Title III, Title IV.A, and Title V.

Subpart II - Rural and Low-income School Program (RLIS)

The LEA may use RLIS funds for the following:

- Teacher recruitment and retention (subject to state law)
- Professional development
- Educational technology
- Parental involvement activities
- Activities authorized under Safe and Drug-Free Schools and Communities (restrictions on security expenditures do not apply here)
- Activities authorized under Title I.A
- Activities authorized under Title III

Accountability

The Department must determine, after the third year that a LEA participates, whether the LEA has met the state's definition of adequate yearly progress. The Department may permit LEAs that meet the definition of adequate yearly progress to continue to participate and may permit a LEA that did not meet the definition of adequate yearly progress to continue to participate only if it agrees to use its consolidated funds for school improvement activities.

Section 12 Resources

The Department Federal Programs Page

<http://www.dese.mo.gov/divimprove/fedprog/index.html>

Self-Monitoring Checklist

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

<http://dese.mo.gov/eel/el/documents/eel-early-childhood-standards.pdf>

http://dese.mo.gov/eel/el/PreK_Standards/index.htm

Publications and Forms

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/publication_and_forms.html

- [Budget Coding Guide](#) (pdf)
- [Complaint Procedures](#), update 9-13-07 (pdf)
- [Complaint Procedures Nonpublic](#) (pdf)
- [Core Data Reporting Guidelines For NCLB Programs](#)
- [Equipment Inventory Sample](#) (pdf)
- [Federal Programs Calendar](#) (pdf)
- [NCLB Federal Programs Self-Monitoring Checklist](#) (pdf)
- ["Parents Right to Know" Sample Letter](#) (pdf)
- [Private School Benefits Under NCLB](#) (pdf)
- [Public/Private Design for Education Service](#) (pdf)
- [Report Card Draft](#) (pdf)
- [Single Funding Certification](#) (pdf)
- [Student Selection-Multiple Criteria](#) (pdf)
- [Summer School Plan](#)
- [Time and Effort Log](#) (xls)
- [Title I Funds and Technology](#) (pdf), 06-11-07
- [Title IV.A Principles of Effectiveness](#) (pdf)
- [Understanding Adequate Yearly Progress \(AYP\)](#)

Legislation & Guidance

http://dese.mo.gov/divimprove/fedprog/grantmgmnt/NCLB_Leg_and_Guid.html

MELL

<http://www.mo-mell.org/>

What Works Clearinghouse

<http://ies.ed.gov/ncee/wwc/>

Section 13

Addendum - TITLE I SET-ASIDES FOR HOMELESS

Specific Guidelines

Homeless Children and Youth Identification

A homeless individual is one who:

- A. lacks a fixed, regular, and adequate nighttime residence; and
- B. includes--
 - i. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
 - ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.

The first category may include some individuals who have moved in with others, and consideration of each individual case, along with the permanency of the situation, will probably be needed in order to identify those who are homeless.

In 1995, the U.S. Department of Education issued Non-Regulatory Guidance, which included the following:

- Children in foster care should not be considered homeless unless they are temporarily placed in foster care because of lack of shelter space.
- Children who are runaways should be considered homeless even if their parents have provided or are willing to provide a home for them.
- Children who are “throwaway children” should be considered homeless until a fixed, regular, and adequate residence is established for them.
- All abandoned children are homeless until a fixed, regular, and adequate residence is established.
- Children who live with friends or relatives because of loss of housing or other similar situation should be considered homeless.
- Children living in “doubled up” families may be considered homeless if the family is doubled up or tripled up because of loss of housing or a similar situation.
- School aged, unwed mothers or mother-to-be who reside in a home for unwed mothers should be considered homeless if they have no other available living accommodations.
- Migrant children should not be considered homeless unless they meet the definition in the McKinney Act.

If you have further questions regarding homeless qualifications, please contact the State Homeless Coordinator at 573-522-8763.

Mandatory Reservations of Funds

Section 1113(c) (3) (A) states, “A local educational agency shall reserve such funds as necessary under this part to provide services comparable to those provided to children in schools funded under

this part to serve homeless children who do not attend participating schools, including providing educationally related support services to children in shelters and other locations where children may live.”

The LEA must set aside funds for services to homeless children on Step 4 of the Title I Breakdown of Allocation form. LEAs must establish their own methods for allocating Title I, Part A, set asides for homeless children and youth who are not attending Title I schools. Generally, these methods involve conducting a needs assessment for homeless students in the LEA or basing the set-aside amount on a formula, such as a per pupil expenditure. Determining an appropriate amount requires coordination between the Title I Coordinator and Homeless Coordinator.

Methods for Reserving Funds

Below are some methods that may be used to calculate your Title I, Part A, set aside:

Method #1 Reserve the set aside amount on what you would be eligible for if you were applying for a McKinney-Vento subgrant. In Missouri, the competitive McKinney.-Vento Homeless application allows LEAs to apply for funding based on the number of homeless children and youth being educated in the LEA up to a maximum level of \$400 per homeless child. **If your LEA does not identify any homeless children and youth, a minimum of \$400 should be set aside in case a homeless student should arrive in your LEA.**

Method #2 Reserve the set aside amount based on a percentage. A specific percentage of funds for homeless children and youth can be reserved based on your Title I, Part A allocation, or on your LEA’s poverty data. Generally, if you have a higher poverty percentage, you will have a higher number of homeless children and youth.

Method #3 Reserve the set aside amount based on your homeless student count and Title I, Part A per-pupil allocation. To reserve funds by using this method you will need to take your homeless children and youth count multiplied by your Title I, Part A per-pupil allocation.

Method #4 Reserve the set aside amount based on homeless student’s needs. Based on your LEA’s prior years expenses related to fulfilling the requirements set out in Section 722(g)(6) of McKinney-Vento, set aside an amount that will allow you to provide appropriate services.

Method #5 Reserve based on free/reduced lunch count. Statistically, 10% of children living in poverty will experience homelessness within any given year.* Using your free/reduced lunch count, you could estimate the number of students in your district who may experience homelessness this school year.

For example:

Your free/reduced lunch count =100 students

10% of whom could become homeless =10 students

Your Title IA per pupil allocation is \$869 per student

Using this method, your Title IA Homeless set-aside would be: \$8,690.00

*Burt, Martha and Laudan, Aron. *American’s Homeless II: Populations and Services*, The Urban Institute, 2000.

Your LEA should indicate the method that you have chosen to set aside an amount for homeless children and youth, under the Comments Section of Step 4, Breakdown of Allocation.

Homeless children and youth often face unique barriers when accessing educational programs and striving for academic success, ensuring that these students receive “comparable” services may require

additional programming that is not provided to other Title I students. For instance, Title I, Part A, states that it is appropriate to provide educationally-related support services, such as tutoring, to children at shelters or other places where homeless children may live, such as motels. [20 USC 6313(c)(3)(A)] In addition, Guidance from the U.S. Department of Education states that LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources. The Guidance offers an example of using reserved funds to provide clothing to meet a school's dress or uniform requirements. Hence, in determining appropriate expenditures for the funds set aside for homeless students, it is important to note that *comparable* services do not mean services that are necessarily *identical* to other Title I, Part A, services.

In addition to serving homeless students not enrolled in Title I schools, U.S. Department of Education Guidance states that set asides also can be used to provide services to homeless students who *are* attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I programs at those schools, as well as for the provision of services to homeless students who do not attend Title I schools.

Suggestions for Services

After assessing the needs of homeless students, the homeless coordinator and Title I Coordinator, along with other LEA-level administrators, may consider funding the following:

- Before-school, after-school, and/or summer programs
- Outreach services to students living in shelters, motels, and other temporary residences to help identify homeless children and youth and advise them of available school programming
- Basic needs such as clothing, uniforms, school supplies, and health-related needs
- Counseling services
- The hiring of teachers, aides, and tutors to provide supplemental instruction to students whose achievement is below grade level
- The work of the local liaison
- Parental involvement programs that make a special effort to reach out to parents in homeless situations
- Research-based programs that benefit highly mobile students
- Data collection to assess the needs and progress of homeless and other highly mobile students

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